

# Resources in Education

EDUCATIONAL RESOURCES INFORMATION CENTER

**APRIL 1987** 

**VOLUME 22 • NUMBER 4** 



ED 275 804-276 800

#### SPECIAL ANNOUNCEMENT

#### New Edition of the ERIC Thesaurus

The 11th edition of the *Thesaurus of ERIC Descriptors* (a list of key words and phrases for indexing documents into the ERIC database and a tool for searching the database) is now available. This edition reflects 224 new Descriptors, several hundred changes to earlier Descriptors, and an extensively revised Introduction entitled "Indexing and Retrieval in ERIC: The 20th Year." Its sturdy cloth, reinforced binding is designed to withstand continuous, heavy use.

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## RESOURCES IN EDUCATION

ED 275 804-276 800 April 1987

Volume 22 • Number 4



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Copies of RIE are available from the Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402. Inquiries regarding subscription prices (12 issues/year) and single issue prices should be directed to the Superintendent of Documents.

Two Semiannual Indexes to RIE (January-June and July-December) are also available from GPO. Contact the Superintendent of Documents for prices.

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#### Selected Acronyms

Clearinghouse CH

CIJE Current Index to Journals in Education

Comp. Compiler

DHEW - Department of Health, Education, and Welfare

Ed.

ED Accession Number Prefix (ERIC Document)

Department of Education

**ERIC Document Reproduction Service EDRS** 

 Accession Number Prefix (ERIC Journal Article) EJ

ERIC - Educational Resources Information Center

GPO - Government Printing Office

MF Microfiche

NIE National Institute of Education

OE Office of Education

**OERI** Office of Educational Research and Improvement

PC - Paper Copy

RIE Resources in Education

SN - Scope Note UF Used For

#### Library of Congress Cataloging in Publication

Resources in education / Educational Resources Information Cen-- Washington, D.C.: Dept. of Health,

Education, and Welfare, National Institute of Education: Supt. of Docs., U.S. G.P.O., [distributor],

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(Continued on next card)

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#### (Card 2) Resources in education . . .

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(LB1028)

AACR 2 MARC-S

Library of Congress

76r8209r81srev

#### Introduction

**RESOURCES IN EDUCATION (RIE)** —A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

Sponsor: Educational Resources Information Center (ERIC)
Office of Educational Research and Improvement (OERI)
U.S. Department of Education
Washington, D.C. 20208

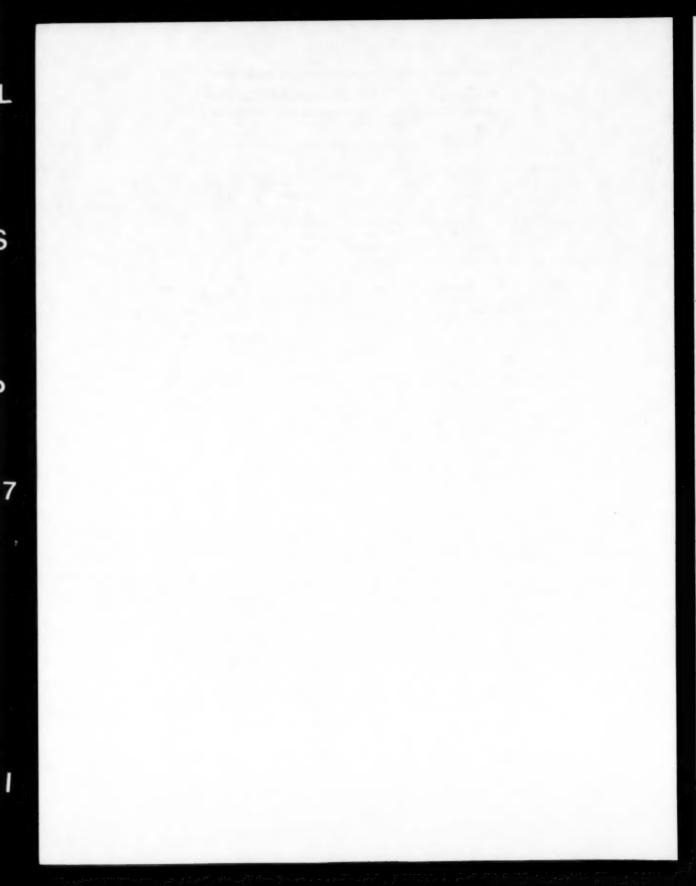
ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

**Organization of Journal:** Resources in Education is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents: The documents cited in Resources in Education, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

How to Submit Documents to ERIC: If you have documents that you would like to have considered for announcement in Resources in Education (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 4350 East-West Highway, Bethesda, MD 20814. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

**How To Order RIE:** The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. Detailed subscription information appears on the page in the back of *RIE* entitled "How to Order **RESOURCES IN EDUCATION.**"



### **HIGHLIGHTS Of Special Interest**

#### **ERIC Clearinghouse Publications**

This page highlights publications announced in this issue of Resources in Education which were created by the ERIC Clearinghouses and which have been selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issue.

In addition to collecting the literature of education for announcement in Resources in Education and Current Index to Journals in Education, the ERIC Clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth. others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC Clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Copies are usually available directly from the responsible Clearinghouse or from the source listed in the citation. In addition, the publications announced in Resources in Education are contained in all ERIC microfiche collections, and are available in paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), 3900 Wheeler Avenue, Alexandria, Virginia 22304.

#### Citations (By Clearinghouse)

ED 275 887 CE 045 497

ED 275 057
Naylor, Miciele
Granting Academic Credit for Vocational Education. Overview. ERIC Digest No. 57.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; 3p.
MENI VENI Plan Postage. EDRS Price - MF01/PC01 Plus Postag

ED 275 888 CE 045 498

Imel. Susan
Correctional Education: Selected Aspects, Overview. ERIC Digest No. 58.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; 3p.
EDRS Price - MF01/PC01 Plus Postage.

ED 275 889 CE 045 499 Kerka, Sandra

Kerka, Sandra
Deterrents to Participation in Adult Education.
Overview. ERIC Digest No. 59.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; 3p.
EDRS Price - MF01/PC01 Plus Postage.

ED 276 097 EA 018 284

ED 276 097
EA 018 284
Ellis, Thomas I.
Teacher Evaluation.
Journal Cit—Research Roundup; v2 n2 Apr 1986
ERIC Clearinghouse on Educational Management,
Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.; 6p.
EDRS Price - MF01/PC01 Plas Postage.
Alternate Availability—Publication Sales, National
Association of Elementary School Principals,
1615 Duke Street, Alexandria, VA. 22314 (\$2.00;
quantity discounts: Vignia residents should add quantity discounts; Virginia residents should add 4 percent sales tax).

ED 276 151 EA 018 996

ED 276 151

Dunn, Judy And Others

Teacher Testlag.

Journal Cit—Research Roundup; v3 n2 Feb 1987

ERIC Clearinghouse on Educational Management,
Eugene, Oreg; National Association of Elementary School Principals, Alexandria, VA.; 6p.

EDRS Price - MF01/PC01 Plus Postage.

Alternate Availability—Publication Sales, National

Association of Elementary School Principals,
1615 Duke Street, Alexandria, VA 22314 (\$2.00)

prepaid; quantity discounts; Virginia residents
should add 4 percent sales tax).

ED 276 178

EC 190 944

Kisano, Margie K., Ed. Chinn, Philip C., Ed. Exceptional Asian Children and Youth. An ERIC Exceptional Child Education Report.
Council for Exceptional Children, Reston, Va.;

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.; 78p.

EDRS Price - MF01/PC04 Plus Postage

Alternate Availability-The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (\$7.00, \$5.95 members; Publication No. B620.

ED 276 179

Cegelka, Patricia Thomas And Others

**Educational Services to Handicapped Students** with Limited English Proficiency: A California Statewide Study. An ERIC Exceptional Child Education Report.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.; 122p.

EDRS Price - MF01/PC05 Plus Postage

Alternate Availability-The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (\$8.00, \$6.80 members; Publication No. B621.

#### **RIE Highlights**

2

- ED 276 569

  SE 047 543
  Suydam, Marilyn N.
  Research on Enstructional Materials for Mathematics. ERIC/SMEAC Special Digest No. 3, 1985.
  ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; 3p.
  EDBS Price MP01/PO01 Plus Postage.
  Alternate Availability—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$1.00).

- ED 276 616 SE 047 613

  Ukens, Leon, Ed.

  Science Experiences for Preschoolers. CESI
  Sourcebook IV.

  Council for Elementary Science International.;
  ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio,: 120p.

  EDRS Price MP01/PC05 Plus Postage.

  Alternate Availability—Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Ploor, Columbus, OH 43212. (37.50).

- ED 276 736

  Lehmann, Irvin J. Phillips, Susun E.
  Teacher Competency Examination Programs: A
  National Survey.

  ERIC Clearinghouse on Tests, Measurement, and
  Evaluation, Princeton, N.J.; 57p.
  EDRS Price MF01/PO33 Phas Poetage.
  Alternate Availability—ERIC Clearinghouse on
  Tests, Measurement, and Evaluation, Educational
  Testing Service, Princeton, NJ 08541-0001
  (38.00).

# DOCUMENT SECTION

#### SAMPLE RESUME

Clearinghouse Accession Number. ERIC Accession Number-identification number sequentially assigned to documents as they are processed. Author(s). Sponsoring Agency—agency re-sponsible for initiating, funding, and CE 123 456 ' ED 654 321 managing the research project. Title. -Smith, John D. Johnson, Jane Career Planning for Women. Organization where document Central Univ., Chicago, IL. Report Number-assigned by originated. Spons Agency-National Inst. of Education (ED), originator. Washington, DC. Report No. - CU-2081-S Date Published. -Pub Date - May 83 Descriptive Note (pagination first). Contract- NIE-C-83-0001 Note - 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, Contract or Grant Number. IL, May 15-17, 1983). Available from-Campus Bookstore, 123 College Ave., Chicago, IL 60690 (\$3.25). Descriptors-subject terms found in Language-English, French the Thesaurus of ERIC Descriptors Alternate source for obtaining that characterize substantive content. Pub Type—Speeches/Meeting Papers (150) document. Only the major terms, preceded by EDRS Price-MF01/PC06 Plus Postage. an asterisk, are printed in the subject Language of Document-docu-Descriptors - Career Guidance, \* Career Planning. index. Careers, \*Demand Occupations, \*Employed ments written entirely in English are not designated although "English" is Women, \*Employment Opportunities, Females, carried in their computerized records. Identifiers-additional identifying Labor Force, Labor Market, \*Labor Needs, Octerms not found in the Thesaurus. cupational Aspiration, Occupations Publication Type—broad categories Only the major terms, preceded by Identifiers - Consortium of States, \*National Ocindicating the form or organization of an asterisk, are printed in the subject cupational Competency Testing Institute the document, as contrasted to its Women's opportunities for employment will be subject matter. The category name is directly related to their level of skill and experience followed by the category code. and also to the labor market demands through the **ERIC Document Reproduction** remainder of the decade. The number of workers Service (EDRS) Availability-"MF" needed for all major occupational categories is exmeans microfiche; "PC" means repected to increase by about one-fifth between 1980 produced paper copy. When deand 1990, but the growth rate will vary by occupascribed as "Document Not Available tional group. Professional and technical workers are from EDRS," alternate sources are expected to have the highest predicted rate (39 cited above. Prices are subject to percent), followed by service workers (35 percent), change; for latest price code schedule Informative Abstract. see section on "How to Order ERIC clerical workers (26 percent), sales workers (24 Documents," in the most recent issue percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are Abstractor's Initials. available to them. (SB)

#### **Document Resumes**

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	-age		Page
AA-ERIC Processing and Reference Facility	1	JC - Junior Colleges	106
CE-Adult, Career, and Vocational Education	1	PS-Elementary and Early Childhood Education	112
CG-Counseling and Personnel Services	19	RC-Rural Education and Small Schools	119
CS-Reading and Communication Skills	30	SE-Science, Mathematics, and	
EA-Educational Management	45	Environmental Education	123
EC-Handicapped and Gifted Children	57	SO-Social Studies/Social Science Education	133
FL - Languages and Linguistics	72	SP—Teacher Education	141
HE—Higher Education	83	TM-Tests, Measurement, and Evaluation	148
IR —Information Resources	96	UD-Urban Education	155

ED 275 804

AA 001 157
Resources in Education (RIE). Volume 22, Number 4.

Educational Resources Information Center (ED),
Washington, DC; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency—Office of Educational Research
and Improvement (BD), Washington, DC.
Pub Date—Apr 87
Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
DC 20402. On annual subscription, \$56.00 (Domestic), \$70.00 (Foreign).
Pub Type—Reference Materials - Bibliographies
(131) — Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage, PC Net Available from EDRS.

Descriptors—\*Abstracts, Catalogs, Education,
\*Educational Resources, \*Indexes, Resource Materials

\*Educational Resources, \*Indexes, Resource Materials
Identifiers—\*Resources in Education
Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contained in the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

#### CE

ED 275 805 CE 043 515 Rainer And Others ing Training as a Means of ployment. A Comparative Str the Netherlands, the Republic

Pree Univ. of Berlin (West Germany). Spons Agency—European Centre for the Develop-ment of Vocational Training, Berlin (West Ger-

Spons Agency—European Centre for the Development of Vocational Training, Berlin (West Germany).

Pub Date—82
Nots—285p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Adult Education, Adult Vocational Education, Comparative Analysis, "Continuing Education, "Developed Nations. Foreign Countries, "Labor Market, "Prevention, "Unemployment, "Vocational Education identifiers—Denmark, Ireland, United Kingdom, West Germany
This study is a preliminary phase in an attempt to illustrate the link between the labor market and continuing vocational training, it not only compares developments in Denmark, the Netherlands, the Republic of Ireland, the United Kingdom, and the Pederal Republic of Germany, but also makes a systematic analysis of the theoretical approaches underlying the courses of action adopted by these countries. The first chapter in Part I introduces the problems of unemployment and their analytical dimensions. Chapter 2 defines the concept of preventive continuing training at a time of socioeconomic change. Three ideal phases of labor market policy are described: reactive, active, and integrative. Part III contains case reports on the five countries studied. The topics generally discussed in these case reports are: labor market development, institutional structures of continuing training, systems and their preventive effects. A five-page general bibliography and an eight-page bibliography of literature on the five countries are included. (YLB)

ED 275 806 CE 043 516

Planning Vocational Preparation Initiatives for Unemployed Young People. A Handbook Based on the Experiences and Views of a Group of Practitioners, Policy-Makers and Funders from Seven Member States of the European Commu-nity.

Buropean Centre for the Development of Voca-tional Training, Berlin (West Germany). Report No.—ISBN-92-825-2402-7 Pub Date—82

Pub Date—82
Note—1430
Note—1450
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plm Postage.
Descriptors—Basic Skills, Developed Nations, Educational Planning, Education Work Relationship, Employment Programs, Foreign Countries,

"Youth Programs
This handbook is intended for use as a tool in planning vocational preparation initiatives for young people. Chapter I contains an introduction to the handbook, a glossary, a section describing a practical approach to vocational preparation, and a guide to using the handbook. Chapter 2 is a diagram of a planning framework. Chapters 3 through 7 concentrate on the five elements of planning: objectives, design, action, evaluation, and future developments. The focuses of the chapter on objectives are the scope of vocational preparation, potential participants/training, educational/training priorities, relationship to the labor market, and relationship to local political, educational, social, and community initiatives. Chapter 4 on design considers organizational structures and staffing, fundament may be a selecting participants. Chapter 5 on action discusses setting up administrative and management systems, selection, induction, and training of staff; and selecting participants. Chapter 5 on action discusses a means of providing self-evaluation. The three components of this approach to evaluation are addressed: description, assessment, and judgment of value. In Chapter 7 on future developments the focus is on planning for change prompted by changed circumstances or the initiative's evolution. Lists of readings, of publications of the European Centre for the Development of Vocational Training, and of useful addresses are appended. (YLB)

ED 275 807

CE 045 053

13 213 our popel, Joshud popel, Joshud popel, Joshud popel, Joshud Person Training for Volunteer Teachers of Adult ESL Learners: How to Facilitate Communicative Competence in the Classroom.

22-26, 1986).

Pub Type—Speeches/Moeting Papers (150)—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Adult Education, "Communicative Competence (Languages), "English (Second Language), "Second Language Instruction, Second Language Learning, "Teaching Methods, "Verbail Communication The English as a Second Language (ESL) method variously described as communicative methodology, communicative approach, or Communicative Language Teaching refers to a focus on the use of language to communicate. A communicative ap-

proach recognizes that the yield or payoff for a learner is related to the opportunities given the student for self-investment in the learning activities. The learner needs to be motivated or rewarded through engaging in extended conversation in a real context, transacting communication of personal interest, engaging in unrehearsed discourse, and participating in conversation on real topics, using real language, in real time. Communicative methodology promotes active involvement of learners through activities such as task- or goal-oriented group projects. Criteria to consider in preparing, selecting, or evaluating communicative activities and materials include purpose, content, need, negotation, and teacher role. (Attachments include samples of student work that resulted from learning activities, 10 sample activities that have been used with adult learners to promote oral communication, and a list of references.) (YLB)

CE 045 061 ED 275 808

ED 275 808

Brown, Patricia
Development of Home Health Aide Curriculum
Project, Final Report.
Tacoma Community Coll., WA.
Pub Date—86
Note—49p.
Pub Type— Guides - Classroom - Teacher (052) —
Reports - Descriptive (141)
EDRS Prics - MP61/PC2 Plus Postage.
Descriptors—9 Ailled Health Occupations Education, Behavioral Objectives, Community Colleges,
Course Descriptions, \*Curriculum Development,
First Aid, \*Health Services, \*Home Health Aides,
\*Medical Services, Postsecondary Education,
Safety, Two Year Colleges, \*Visiting Homemakers.

\*Medical Services, Postsecondary Education, Safety, Two Year Colleges, \*Visiting Homemakers
This package contains materials intended for use in a new home health side curriculum that is designed to be presented as a two-quarter program at Tacoma Community College in Tacoma, Washington. Included in the package are a final report outlining the objectives and outcomes of the project to develop a home health aide curriculum that would meet Washington state requirements for nurse side certification, a listing of program objectives, a proposed outline for courses to be completed by students during the two quarters of the program's two cors courses, and core course outlines. The first outline is for an eight-credit practicum intended to introduce students to the home health industry, olde of the home health industry, olde of the home health industry, olde of the home health industry, of the program and another communication and crisis management skills; provide an overview of anatomy and physiology; and cover personal care, infection control, safety, nutrition and food preparation, homemaking, and stress management. The second outline is for a 12-credit course that explores common illnesses and disabilities and the home health aide's role in intervention and covers the procedures and skills required of a certified nurse assistant. The latter course provides instruction in developing care plans, promoting compliance with medications, participating in rehabilitation projects, assisting with death and dying, administering first sid, and caring for new mothers and infants, and also includes a practicum that places students with home health agencies. (MN)

ED 275 809 CE 045 098

Pursell, Frances Josephson Books for Adult New Readers, Third Revised

Edition.
Project LEARN, Cleveland, Ohio.
Project LEARN, Cleveland, Ohio.
Pub Dato—Aug 86
Note—331p.; For earlier editions, see ED 201 738, ED 224 878, and ED 257 957.
Available from—Project: LEARN, 2238 Euclid Avenue, Cleveland, OH 44115 (\$10.00).
Pub Type—Reference Materials - Bibliographies (131)
EDBS Pater. Armeted.

(131)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—"Adult Basic Education, "Adult Literacy, Annotated Bibliographies, Beginning Reading, High Interest Low Vocabulary Books, "Library Material Selection, "Reading Materials, "Reading Material Selection This book is an annotated bibliography of recommended print materials for English-speaking adults (18 years of age and over) reading at the seventh-grade level or below. More than 95 percent of the titles are paperbacks; hardbacks are indicated in the annotations. The titles are selected for their broad appeal to the general adult new reader. (All

recommended titles were in print as of August 1986.) Recor mended titles are categorized as fiction (general fiction, mystery and horror, science fiction, classics, and folkiore) and nonfiction (groupings in a very general Dewey subject classification). Title entries provide this information: title; author; publisher, shortened; edition; date of publication or copyright; last numbered page of book; net price for single copy, billed; International Standard Book Number (ISBN), bill or abbreviated, or Books in Print number; series; print components of possible interest to public libraries (workbook, teacher's guide, answer key); comments (annotations); and reading level. Other contents include a recommendations and comments; an annotated list of leisure reading available from the juvenile collections of most large public libraries; recommended books for the tutor, suggested reading for librarians, and general readings on literacy; title and (nonfiction) subject indexes; and publishers' addresses. (YLB)

ED 275 810 CE 045 277

eral readings on iteracy; title and (connection) subpicet indexes; and publishers' addresses. (YLB)

ED 275 810

CE 045 277

Secretarial Instruction is Florida Community Collegas and Area Vocational-Technical Centers:
Meeting the Demands of the Future, Draft.

Florida State Board of Community Colleges, Tallahassoe. Florida State Dept. of Education, Tallahassoe. Div. of Vocational, Adult, and
Community Education.

Pub Date—86

Note—549.

Pub Type—Reports - Research (143)

EDRS Price - MPOL/PC03 Plus Postage.

Descriptors—\*Community Colleges, Educational

Equipment, Employment Patterns, Facility Requirements, Futures (of Society), Labor Market,
Needs Assessment, \*Office Occupations Education, Postaecondary Education, \*Program Improvement, \*Regional Schools, \*Secretaries,
'Statewide Planning, Student Recruitment,
Teacher Qualifications, Technological Advancement, Two Year Colleges, Vocational Schools

Identifiers—\*Florida

The secretarial instructional programs at Florida
community colleges and area vocational-technical
centers were reviewed to determine the actions that
are needed to enable the programs to meet current
and future demands for secretaries who are competent in the use of advanced office systems technology. Data for the review were drawn from a
secretarial futuring conference, professional business education literature, and from existing databases dealing with secretarial instruction and its outcomes in Florida. The review findings substantisted
two concerns. First, it became apparent that secretarial programs will require additional resources and
development if they are to keep pace with the technological changes that now characterize the field.

The second major concern that emerged from the
study was that, although there will likely be a shortage of trained secretaries in the future, secretarial
programs of understatus, low-paying occupation.

This will likely prevent secretarial instructional programs from attracting a large pool of highly motivated or academically

ED 275 811 CE 045 279

ED 275 811

CE 045 279

Williams. O'Neal

A Follow-Up Evaluation Project to Establish an
Employer Data Base of the Counties Served by
St. Johns River Community College. Final Report from October 1, 1985, to June 30, 1986.
Saint Johns River Community Coll., Palatka, FL.
Spons Agency—Florida State Dept. of Education,
Tallabassec. Div. of Vocational, Adult, and Community Education.
Pub Date—30 Jun 86

Note—11s. Faint print.

Pub Date—30 Jun 86

Note—11p.; Faint print.
Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, Databases,

\*Data Collection, Educational Legislation, \*Employment Opportunities, \*Followup Studies,

\*Graduate Surveys, Job Placement, Labor Market, Outcomes of Education, Postsecondary Edu-

cation, "Program Improvement, Questionnaires, "Research Design, State Legislation, Statewide Planning, Two Year Colleges Identifiers—"Florida Because of the poor response rate to St. Johns River Community College's follow-up surveys on program completers, the college decided to develop a postcard format survey form in the hope of improving survey response rates. After reviewing a similar follow-up survey postcard used by another two-year college in Florida, the project staff settled on a perforated postcard that contained a message to the program completer and the prestamped address of the school on one side and a set of survey questions and space for the completer's address on the other side. A 50 percent increase in the survey response rate was noted with the first mailing of the new postcard survey instrument. Data from the returned postcards were incorporated into a database of employers in the tricounty area that includes the types of degrees and certificates required for the jobs offered by the different employers. A computer program was developed to allow students to identify potential employers of specific program completers in the college's degree and certificate programs, and efforts to make the database available to students currently enrolled in programs at the college are underway. When completed, the database will allow a printout of employers identified during the search. (Appendixes to this report include the Florida state legislative mandate for placement standards and an employer data worksheet.) (MN)

legislative mandate for placement standards and an employer data worksheet.) (MN)

ED 275 812

CE 045 287

Assessment of Fellow-Up Research. Pland Report 1985-1986.

Miami-Dade Community Coll., Fla.

Spons Agency—Florida State Dept. of Education, Talishassee. Div. of Vocational, Adult, and Community Education.

Pub Date—29 Aug 86

Note—53p.

Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—"Access to Information, "Community Colleges, Data Collection, Field Tests, "Followup Studies, Higher Education, "Information Sources, Job Placement, Program Improvement, Research Methodology, "Research Problems, "Statewide Planning, Two Year Colleges (Information Sources, Job Placement, Program Improvement, Research Methodology, "Research Problems, "Statewide Planning, Two Year Colleges (Information Sources, Job Placement, Program Improvement, Research Methodology, "Research Problems, "Statewide Planning, Two Year Colleges (Information Sources, and India State of Miami-Dade Community College (MDCC). Strategies used in the study included exploration of such nontraditional data sources as in- and out-of-state private university transfers, state university system tapes for all academic quarters, and Immigration and Naturalization Services (INS) flies; a reexamination of the existing right-to-privacy act and existence of a new research instrument that was designed to collect data suited to institutional needs. This instrument which was called the Employer Evaluation Scale, was pilot tested with a sample of 131 imployers. Contact with 10 in-state private institutions yielded data for 436 MDCC transfers, and 7 out-of-state universities showed a total of 268 MDCC transfers. It was discovered that INS files are available only to federal agencies. The pilot test of the Employer Evaluation Scale, revealed that whereas company disclosure policies tend to inhibit that collection. The determination as to whether state university system tapes will be available for distributions by employers for program

CE 045 291 ED 275 813 ED 275 813 CE 045 291
Employment Performance of Students. Final Report from 16/18/45-6/30/86.

Brevard Community Coll., Cocoa, Fla.

Spons Agency—Florida State Dept. of Education,
Tallabassec. Div. of Vocational, Adult, and Community Education.

Pub Date—30 Jun 86

Note—18p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, Community Colleges, "Data Collection, "Employer Attitudes, "Followup Studies, "Job Performance, Outcomes of Education, "Program Improvement, Questionaires, "Research Design, State Surveys, Statewide Planning, Two Year Colleges Identifiers—"Employer Surveys, Florida A study examined ways of improving the responserates of employers to followup surveys collecting information on graduates of community colleges in Florida. Followup study procedures and instruments that had been used in the state were modified to provide for greater faculty involvement in placement of students and identification of employers and to encourage greater employer contact and response. The new survey form was shortened to fit on one side of a regular letter-sized page. Although the state-mandated questions had to be retained verbatim, the form was changed by presenting the questions in larger print and with bolder subtitles. The cover letter was also improved in the following ways: information was presented in a straightforward manner, the simplicity and importance of completing the form were stressed, and the previous introductory rhetorical question was replaced by a positive statement. Although the results of using the new form and procedures were not dramatic (an improved response rate of 57.4 percent, they did represent a substantial improvement over the previous rate. Furthermore, the procedure of addressing letters "To the Supervisor of . . ." rather than restricting mailings to those supervisors whose names had been supplied by students added 104 employers to the survey population and resulted in 47 additional responses. (Appendixes to this report include copies of the previous and revised employer followup letters and cover letters.) (MN)

ED 275 814 CE 045 293

Stuff. Bruce
Job Placement. Final Report (from March 17,
1986, through June 30, 1986).
Lake-Sumter Community Coll., Leesburg, FL.
Spons Agency—Florida State Dept. of Education
Tallahassee. Div. of Vocational Education.
Pub Date—30 Jun 86

Tallahassee. Div. of Vocational Education.
Pub Date—30 Jun 86
Note—219.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF91/PO11 Plus Postage.
Descriptors—\*Community Colleges, \*Employment Potential, \*Employment Services, \*Job Development, \*Tob Placement, Job Search Methods, Post-secondary Education, Seminars, Skill Development, \*Vocational Education
Lake Sumter Community College (Florida) undertook a project to improve its existing job placement services for vocational students. The primary objectives of the project were to develop and implement a system for all vocational students to register with the placement office, inform all vocational students and instructors shout the services provided by the placement office, provide students with access to employability skills seminars, develop and implement a schoolwide recordkeeping system so as to have current information on all vocational students, and increase job development activities and employer feedback on the skills that students are acquiring in vocational programs. Through community and student outreach, over 100 students used the improved service, and many local employers used it as well. The employability skills and resume-writing seminars proved to be especially well received. Plans to improve the college's job placement services further include a career and job placement flyer, student data forms and followup letters, a job placement recruitment letter, and a cooperative education brochure.) (MN)

ED 275 815

ED 275 815 CE 045 329

CE 045 329
Shapiro, Jonathan Z. And Others
LSYOU (Louisiana State Youth Opportunities
Ualimited). Project Evaluation.
Louisiana State Univ., Baton Rouge. Coll. of Education.

tion.
Spons Agency—Louisiana State Dept. of Labor, Baton Rouge; Louisiana State Office of the Governor, Baton Rouge.
Pub Date—Nov 86
Note—71p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, Counseling

Services, "Disadvantaged Youth, "Dropout Prevention. "High Risk Persons, High Schools, High School Students, Outcomes of Education, Parent Participation, Program Effectiveness, Remedial Instruction, "Residential Programs, Services, "Statewide Planning, Student Educational Objectives, Study Skills, Summer Programs, Teamwork, Vocational Maturity, Work Experience Programs, "Youth Opportunities"

"Statewide Planning, Student Educational Objectives, Study Skilla, Summer Programs, Teamwork, Vocational Maturity, Work Experience Programs, "Youth Opportunities Identifiers—"Louisians
A study examined the effectiveness of the Louisians State Youth Opportunities Unlimited (LSYOU) program. (LSYOU is an intensive 8-week residential dropout prevention program held at Louisians State University that provided work experience, academic training, counseling, supportive services, recreation, health care, team support, and training in saving money to disadvantaged high achool students who were identified as at risk of dropping out of school.) To assess the effectiveness of LSYOU, the academic schievement, career maturity, and intentions regarding staying in and finishing high school of a treatment and a control group were compared. The treatment group consisted of 94 randomly assigned LSYOU students, and the control group was comprised of 51 Summer Youth Employment students. Various subtests and subscales of the Comprehensive Test of Basic Skills and Career Maturity Inventory were used to collect pre- and posterist data on the two groups. The treatment group demonstrated statistically significant gains over the control group in reading comprehension, mathematics concepts and applications. In addition, the treatment group showed statistically significant gains over the control group in reading comprehension, mathematics concepts and applications. In addition, the treatment group showed statistically significant gains over the control group in reading comprehension, on the matematics concepts and applications. In addition, the treatment group howed statistically significant gains over the control group in reading comprehension on the independence scale. Neither of the two programs in which the treatment and control group participated appear to have exerted a statistically significant impact on students intentions to remain in and graduate from school. (MN)

ED 275 816

ste from school. (MN)

ED 275 816

CE 045 334

Presenting Cooperative Education. A Guide for Providing Information about Cooperative Educations and Recruiting Work Stations.

National Child Labor Committee, New York, N.Y. Spons Agency—Atlantic Richfield Foundation, Los Angeles, CA.; Edna McConnell Clark Foundation, New York, N.Y.; Mont (C.S.) Foundation, Flint, Mich. Pub Date—83

Note—47p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MPDI/PC02 Plus Poetage.

Descriptors—\*Cooperative Education, Cooperative Programs, "Information Dissemination, "Instructor Coordinators, Job Development, Meetings, "Motivation Techniques, Persuavive Discourse, Public Relations, "Recruitment, School Business Relationship, School Community Relationship, Secondary Education, Student Placement, Vocational Education

This manual is intended to assist teacher-coordinators in presenting the cooperative education story and recruiting appropriate work stations for cooperative education students. It consists of three sectors. Discussed in the first section are such techniques for presenting cooperative education to the community of employers as stage setting and advance fanfare. The second section (1) provides ideas for presenting the cooperative education to the community of employers as stage acting and advance fanfare. The second section (1) provides ideas for presenting the cooperative education to participation in cooperative education to the community of employers as a way of making contacts leading to presentations to individual employers. Covered in the final section are techniques for presenting information about the benefits of cooperative education to individual employers in a manner that incorporates techniques for obtaining specific job commitments. Suggestions on the who, what, and how for such a meeting are included. (MN)

ED 275 817 CE 045 346 EAV 2/19 817 CE U45 34 Retraining Adults. Responding to the Educa-tional/Training Needs of Unemployed Adults in Coventry, FEU/REPLAN Project Report. Purther Education Unit, London (England). Report No.—ISBN-0-948621-33-8

Pub Date—Aug 86
Note—85p.; Survey form has small print.
Pub Type—Reports - Research (143) — Testa/
Questionnaires (160)
EDRS Price - MP01/PCD4 Plus Postage.
Descriptors—Adult Education, "Adulta, "Curriculum Development, "Electronics, Foreign
Countries, "Needs Assessment, "Retraining, Self
Actualization, "Unemployment lidentifiers—Bagiand (Coventry)
This booklet describes a project centered at Tile
Hill College in Coventry (Ingland) that set out to provide relevant courses for unemployed adults. An introduction outlines project aims and an action plan. Section II on the context of the project is concerned with the sector forecasts for industry, the economic environment, and unemployment. The data handling section deals with methods of creating a data base, data collection (especially surveyork), and data processing. The focus is investigation of the basic educational/training needs of unemployed adults in Coventry and identification of strategies that were most likely to satisfy those needs. Pindings are reported indicating a seed for personalized stocktaking and preferences for clear goals, group approaches, proper valuation and exploitation of experience, collaborative teaching styles, and vocational relevance. Section IV describes the development and testing of two pilot courses—electronics and self-development. Section V is a brief report on other initiatives for unemployed dults that were also undertaken at the college during the duration of the project. The concluding section reviews the major factors of the project; identification of needs, outreach and recruitment, adapting college structures, changing policy, and curriculum development. Instruments are appended. (YLB)

CE 045 347 ED 275 818

ED 275 818

CE 045 347

Assessment, Quality and Competence: Staff Training Issues for NCVQ. An FEU View.

Purther Education Unit. London (England).

Report No.—ISBN-0-948621-40-0

Pub Date—Sep 86

Note—49p.

Pub Type— Opinion Papers (120) — Guides - Noo-Classroom (055)

EDRS Price - MF91/PC02 Plus Postage.

Postsecondary Education, "Staff Development, Standards, Teacher Education, Teacher Qualifications, Vocational Education, Vocational Education Teachers Identifiers—Great Britain

This document discusses some of the problems and solutions that should be addressed if further education teachers and their training counterparts are to cope with the requirements of Great Britain's new National Council for Vocational Qualifications (NCVQ). It is both a handbook to guide practitioners through some of the assessment implications of Review of Vocational Qualifications (RVQ) and an issues paper for those who will be involved in negotiating the rules and principles to be adopted by the NCVQ. Seven sections describe the new structure of vocational qualifications, rehearse the RVQ objectives, address the quality of the standards, and discuss the nature and assessment of competence. Three appendixes reproduce the summary, recommendations, and glossary of the final RVQ report and provide an overview of how the major further education examining bodies and others maintain quality and comparability of standards. (YLB)

ED 275 819 CE 045 350 Wagenaur, Theodore C.
The High School Diploma as a Terminal Degree.
Courractor Report.
Center for Statistics (OERI/ED), Washington, DC.
Report No.—CS-86-202
Pub Date—Sep 86
Contract—OE-300-83-0257

Contract—OE-300-83-0257
Note—112p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Career Education, Comparative
Analysis, Educational Research, Followup Studies, Goal Orientation, \*High School Gradustes,
High Schools, \*Individual Characteristics, \*Socioeconomic Background, Student Educational
Objectives, Surveys, \*Terminal Students, \*Work
Experience

Experience
A study examined terminal legree graduates-high school graduates who do not pursue any type of postsecondary education in the two years follow-

ing graduation. They were compared with those who did pursue postsecondary education. The study used the base year (1980) and first followup (1982) of seniors in the High School and Beyond Study. Findings abowed 34 percent of high school graduates are terminal degree graduates; over half had postsecondary education plans. Most shifted their educational plans, generally downward. They came from lower social class backgrounds than post-secondary education students, had lower self-ton-lower social class backgrounds than post-secondary education students, had lower self-ton-cept scores, experienced less parental and teacher influence, and had parents much less likely to expect their child to attend college. They were less likely to be in the academic curriculum, had lower grade point averages, did less homework, were involved in fewer extracurricular activities, and were more delinquent. Two years after graduation they were more likely to be employed, worked more hours, and earned more. They were more likely to be married and have children and to be in clerical, crafts, operative, service, and labor/farmer occupations. (Twenty-two tables are appended.) (YLB)

ED 275 820

CE 045 357

ED 275 820

CB 045 357

Sayre, Scott Alon
Artificial Intelligence: An Analysis of the Technology for Training, Training and Development
Research Center Project Number Fourtees.
Minnesota Univ., St. Paul. Dept. of Vocational and
Technical Education.
Pub Date—Nov 86
Note—16p.
Pub Type— Reports - Research (143)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Adult Education, "Artificial Intelligence, "Computers, "job Skills, "Job Training,
"Needs Assessment, Vocational Education
The ultimate goal of the science of artificial intelligence (AI) is to establish programs that will use algorithmic computer techniques to imitate the heuristic thought processes of humans. Most AI programs, especially expert systems, organization three specific areas: data storage, a rule set, and a control structure. Limitations restricting the development of AI include the use of limiting heuristics, data processing speed, organization of memory, AI securacy, and sensitivity (underdeveloped recognition and processing of data subtleties). AI's most immediate future impact will be in the analysis phase of the Training Technology System, a five-phase model of the training process. The two main components of this phase in which expert systems could be applied in the future are the processes of training needs assessment and work behavior analysis. (YLB)

processes of training needs assessment and work behavior analysis. (YLB)

ED 275 821

CE 045 361

Handicapped Workers. Commission Fees Paid to Central Nonprofit Agencies. Briefing Report to the Casirman, Subcommittee on Employment and Housing, Committee on Government Operations, House of Representatives.

General Accounting Office, Washington, D.C. Report No.—GAO/HRD-86-82BR

Pub Date—Jun 36

Note—129.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies free; additional copies-32.00 each; 100 or more-25% discount).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Blindness, Career Education, Fees, Nonprofit Organizations, Program Evaluation, Public Agencies, "Severe Disabilities, "Sheltered Workshops, Technical Assistance identifiers—"Javits Wagner O Day Act 1971

Matters related to commission fees paid to the National Industries for the Severely Handicapped (NISH) were reviewed. These fees were paid by sheltered workshops that employed blind or other severely Handicapped individuals and produced goods and services under the Javits-Wagner-O'Day Act. The study focused on procedures established (NISH) were reviewed. These fees were paid by the Committee for Purchase from the Blind and Other Severely Handicapped individuals and produced goods and services under the Javits-Wagner-O'Day Act. The study focused on procedures established by the Committee for Purchase from the Blind and Other Severely Handicapped individuals and produced goods and services under the Javits-Wagner-O'Day Act. The study focused on procedures established workshops, NIB's and NISH's past expenditures and projections, NIB's and NISH's anticipated

growth, and the need for NIB and NISH to maintain cash reserves. The method for reviewing the commission fee was found appropriate and the Committee's decision to retain the current ceiling of 4 percent on the fee was not found unreasonable. NIB and NISH provided technical assistance to sheltered workshops and expenditures were for developing new products and services, monitoring workshop compliance with Javits-Wagner-O'Day regulations, and determining production costs of workshop goods and services. (YLB)

ED 275 822

CE 045 362

Working Americans: Equality at Any Age, Hearing before the Special Committee on Aging, United States Senate, Ninety-Ninth Congress, Second Second Second Second Second Second Second Second Second Sec ED 275 822

States Senate, Nilesty-Nisth Congress, Second Senates.
Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.
Report No.—Senate-Hrg-99-826
Pub Date—19 Jun 86
Note—164p, Serial No. 99-21.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type—Legal/Legislative/Regulatory Materials (990) — Opinion Papers (120) — Reports—Descriptive (141)
EDRS Price - MP0L/PC97 Plus Postage.
Descriptors—Adult Education, \*Age Discrimination, \*Federal Legislation, Hearings, \*Older Adults, \*Retirement Identifiers—Age Discrimination in Employment Identifiers—Age Discrimination in Employment Act 1967, Congress 99th, \*Mandatory Retirement This report of a congressional hearing.

Act 1967, Congress 59th, "Mandatory Returnment
This report of a congressional hearing focuses on
the Age Discrimination in Employment Act
(ADEA), which permits forced retirement of American workers solely on the basis of age, that is, mandatory retirement at age 70. Testimony includes
statements and prepared statements from a United
States Representative, individuals who have been
forced to retire at age 70 or who are facing mandatory retirement including a representative of the
American Association of Retired Persons, individualas representing the Grumman Corporation and the
United States Chamber of Commerce, and an age
diacrimination lawyer. An appendix contains relevant reports, additional statements, letters, and a
proposed bill to amend the ADEA. (YLB)

ED 275 823 CE 045 363

ED 275 823

CE 045 363

Shaw, W. A. Sam

Students' Role in the Selection of Instructors of Continuing Education.

Pub Date—86

Note—22p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Adult Educators, "Adult Students, "Continuing Education, Foreign Countries, "Gontinuing Education, Foreign Countries, "Education, "Student Evaluation of Teacher Performance, Student Evaluation of Teacher Role, "Teacher Selection

Identifiers—"Canada

The focus of a study was to determine the role of continuing education students in the selection process for instructors. A 65.8 percent response rate from administrative heads at 38 Canadias universities was achieved on a mailed questionnaire. Study results indicated that continuing education students have little impact on the process of acquiring faculty. Their primary involvement was in the evaluation of the selected instructors, which may have an impact on the rehiring but not on the initial selection process. (YLB)

ED 275 824

CE 045 364

Federal Personnel. Federal Agencies' Part-Time
Employment Programs. Briefing Report to the
Chairwoman, Task Force on Economic Security,
Select Committee on Children, Youth and Families, House of Representatives.
General Accounting Office, Washington, D.C.
Report No.—GAO/GGD-86-103BR

Pub Date—Jul 86

Note—20p.

Available from—U.S. General Accounting Office,
P.O. Box 6015, Gaithersburg, MD 20877 (First
five copies free; additional copies-32.00 each; 100
or more-25% discount).

Pub Type—Reports - Research (143)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Agency Role, Career Education,

\*Federal Government, \*Federal Legislation,

\*Fart Time Employment, \*Program Implementa-ED 275 824 CE 045 364

tion, "Public Agencies
Identifiers—"Pederal Employee Part Time Career
Employ Act 1978
This report provides information on permanent
part-time employment programs in the federal government. It contains statistical data showing general
characteristics of the federal part-time employment
rograms of the Office of Personnel Management
(OPM), Veterans Administration, General Services
Administration, Federal Trade Commission, Environmental Protection Agency, Export-Import
Bank, Library of Congress, and Departments of
Navy and Labor. A description of the Federal Employees Part-Time Career Employment Act of 1978
is followed by discussion of agencies' role under the
Act and such topics as decrease in part-time employment, difficulties in filling part-time positions,
characteristics of permanent part-time employees,
and increase in middle and upper level white-collar
programs is addressed, and OPM's advice and assistance to agencies and research and demonstration projects are discussed. Three tables and two
figures are provided. (YLB)

CE 045 366

ED 275 825 Cox, Sue Change and Str

Cox, Sue
Change and Stress in the Modern Office. PEU/PICKUP. An Occasional Paper.
Purther Education Unit, London (Bagland).
Report No.—ISBN-0-948621-42-7
Pub Date—Sep 36
Note—849.
Pub Type—Reports - Research (143)
EDRS Price - MP01/PO4 Plus Postage.
Descriptors—Adult Education, "Continuing Education, Curriculum Development, "Educations Needs, Foreign Countries," Information Technology, Office Occupations, Office Occupations Education, "Office (Realities), Postsecondar, Education, "Stress Management, "Work Environment

Education, "Stress Management, "Work Environment:
Identifiers—"Great Britain
This report summarizes the findings of a study on stress management training in the modern office. It identifies the training needs arising from the modernization of the office environment and the consequent stress experienced by staff, reflecting both the experience of change and the demands of the information technology (IT) environment. The report is intended as a curriculum resource for designers of PICKUP (Professional, Industrial, and Commercial Updating) courses and for others who wish to provide more training in this area. Section 1 describes the changing office environment and introduction of IT. Section 2 is concerned with the general training needs associated with work in the modern office as identified through research or highlighted in literature. Section 3 discusses the nature of stress at work and proposes a model of stress in the modern office. It then explores the possible design of appropriate stress management programs. In section 4 some of the existing business and office courses are analyzed. The framework of a modern training program related to the management of stress in the modern office is suggested. Appendixes include a list of references, a list of selected recommended texts, an interview schedule, and a questionnaire. (YLB)

CE 045 371

ED 275 826 CE 045 37.
Rolloff, John A., Comp.
Annual Southern Region Research Conference in
Agricultural Education Proceedings (38th,
North Little Rock, Arkansas, March 22-24,
1986).

North Little Rock, Arkansas, March 22-24, 1986).
Pub Date—Mar 86
Note—266p.
Pub Type—Collected Works—Proceedings (021) —
Reports—Research (143)
EDRS Price—MPBI/PCII Plus Postage.
Descriptors—"Agricultural Education, Conference
Proceedings, "Educational Research, Followup
Studies, "Microcomputers, Postsecondary Education, Preservice Teacher Education, Secondary
Education, Student Organizations, "Teacher Education, Vocational Education
Identifiers—Puture Farmers of America
These proceedings contain a summary of each of
the 15 papers presented and the discussants' reactions. The keynote address and reflections on the
outcome of the conference are also included. The
keynote address is "Priorities for Continuing
Progress in Research in Agricultural Educations" (J.
Robert Warmbrod). Presentations include "Assess-

ment of Preservice Preparation by Recent Gradustes of Agricultural Education Programs" (Ismail bin Yahya, Michael F. Burnett), "Follow-up Study of Tennessee Vocational Agriculture Students" (Clifton Ricketts); "Attitudes of Pre-Service Agricultural Education Majors and Their Relationship to Variables Related to Barty Field-based Experience" (Gacquelyn P. Deeds); "Occupational Agricultural Students" (Gregory P. Venable, Michael F. Burnett); "Academic Success of Former Vocational Agriculture Students in Postecondary, Associate Degree, Agricultural Programs" (Staley Burke); "Image of Agricultural Reducation Teacher Training Programs in Colleges of Education sond Agriculture at Turee Major Universities" (Crunkilton, Miller, Lee); "Adoption of Computer Technology by Agricultural Educators" (Danny Cheatham, Biannie E. Bowens); "Microcomputer Use and Needs in Louisiana Vocational Agriculture Programs" (Druechammer, Kottik, Parton); and "A Comparison of Two Instructional Methods for Teaching Micro-Computer Competencies to Extension Personnel in Mississippi" (Graydon Elliott); "The Relationship of Personality Types of Arkanasa Cooperative Extension Service Faculty to Job Satisfaction and Performance" (Donna L. Graham); "Relationship of Personality Types of Arkanasa Cooperative Extension Service Faculty to Job Satisfaction and Performance" (Donna L. Graham); "Relationship between Urbanization and Supervised Occupational Experience Programs in Florida" (Beeman, Arrington, Wotoweic); "The Relationship between Dryanzams in Florida" (Beeman, Arrington, Wotoweic); "Nominal Groupe An Effective Tool for Facilitating Decisions and for Promoting Satisfaction among Conference Participants" (Gon Gresham); and "Vocational Agriculture for the Year 2000" (Joe Kotrik). The summary, remarka, and challenges are by J. Robert Warmbrod and John A. Rolloff. (YLB)

CE 045 379

ED 275 827

Navaranam. Kathiravelu K.

Perspective of the Cooperative Extension Service from Third World Point of View.

Pub Date—[85]

Note—8p.

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Change Strategies, Comparative Analysis, "Developing Nations, "Educational Improvement, "Educational Needs, Educational Planning, "Extension Education, Foreign Countries, Linking Agents, Participative Decision Making, Postsecondary Education, "Program Development

Countries, Linking Agents, Participative Decision Making, Postsecondary Education, "Program Development
The functional and organizational activities of the Cooperative Extension Service in the United States can be an appropriate means for providing a new image and concept to the kind of extension service that is needed in developing nations and Sri Lanks in particular. The problems of the extension program in developing nations are inherited and related to the manner in which the extension service is organized and delivers services to clients. Generally speaking, the following problems are associated with unsuccessful extension services in developing countries: lack of a formal functional relationship between extension and relevant educational institutions, a top-to-bottom-based program planning process, a lack of unified job descriptions for extension workers, and an inefficient support system. The following strategies should be adopted to address these problems: (1) extension programs should be linked with institutions similar to the U.S. land-grant universities, (2) program planning should start at the local level, (3) extension agents should avoid nonextension activities, and (4) an extension support system focusing on information should be developed. (MN)

CE 045 381
Computer Utilization in Industrial Arta/Technology Education. Curriculum Guide.
Connecticut Industrial Arts Association.
Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.
Pub Date—Jun 86
Note—160;
Pub Type—Guides - Classroom - Teacher (052)
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—\*Computer Assisted Instruction,

\*Computer Literacy, Courseware, Design, Drafting, Educational Legislation, Elementary Secondary Education, Fused Curriculum, "Industrial Arts, Management Information Systems, Manufacturing, Microcomputers, Robotics, "Technological Advancement, "Technological Literacy, Telecommunications, "Vocational Education dentifiers—Computer Assisted Design, Computer Assisted Manufacturing, Computer Integrated

Identifiers—Computer Assisted Design, Computer Assisted Manufacturing, Computer Integrated Manufacturing It is guide in intended to assist industrial arts/technology education teachers in helping students in grades K-12 understand the impact of computers and computer technology in the world. Discussed in the introductory sections are the ways in which computers have changed the face of business, industry, and education and training; the scope and sequence of industrial arts from the elementary through the secondary grades with specific guidelines for each grade level; the goals and provisions of the Education for All Handicapped Children Act; and the purpose and organization of the guide. The second major section consists of computer study and applications units on the following topics: history and development of computers, principles of computer systems, computer-aided design/drafting (CAD), computer graphics, computer-aded manufacturing (CIM), microprocessor, robotics, relecommunications, computer-assisted instruction (CAI), data management, and career. Presented next is an implementation suggestion matrix that proposes a wide variety of ways in which computer use might be integrated into industrial arts programming. Hardware system configurations for a general-use computer station are outlined. Appendizes to the guide include lists of related periodicals, software resources, and software evaluation criteris; a glossary; and a bibliography. (MN)

ED 275 829

CD 045 582
Cabors, Barbara L.
Connecticut Home Economics. A People Centered
Carricalum.
Connecticut Univ., Storm. Dept. of Educational
Leadership.
Sronn Agency—Connecticut State Dept. of Educa-

Connecticut Univ., Storrs. Dept. of Educational Leadership.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.

Pub Date—Aug 86

Note—273p; Document contains colored paper.

Pub Type—Guidos—Classroom—Teacher (052)

EDRS Price—MP01/PC11 Plus Postags.

Descriptors—Behavioral Objectives, Child Development, Clothing Instruction, Consumer Education, "Home Economics, Housing, Individual Development, Interior Design, Learning Activities, Lesson Plans, Nutrition, Outreach Programs, Secondary Education, State Curriculum Guides, Student Organizations, Textiles Instruction, "Vocational Education Identifiers—Connecticut, Puture Homemakers of America

cational Education
Identifiers—\*Connecticut, Puture Homemakers of
America
This guide is intended to assist home economics
teachers at all grade levels in presenting a curriculum concentrating on development of life skills. The
guide is divided into six sections, one for each of the
following content areas: child development, clothing and textiles, consumer education, foods and nutrition, housing and interiors, and personal growth.
Within each content area, there is an overview and
further divisions into materials for use in grades 6-8,
9-10, and 11-12. Each of these subdivisions contains
a content outline, competencies, and learning/evaluative experiences. Throughout the guide, four topics (individual development, roles and
responsibilities, choices, and problem solving) serve
as unifying concepts and provide a framework
within each individual area. Appendizes to the
guide include a sample leason plan; suggestions for
planning outreach activities for Puture Homemakers of America/Home Economics Related Occupations (PHA/HERO) clubs; and examples of
selected concepts, competencies, and learning/evaluative experiences from each content area plus sample worksheets to be used in completing plans for
each lesson. (MN)

CE 045 384

CE 045 38 Guilor, Joshua R. D. Oregon Cabinetmakers and Woodworkers Appren-ticeship Training Curriculum, Instructor's Man-ual. Oregon Alliance for Program Improvement, Cor-

Pub Date—11 Nov 85
Note—141p.; Also sponsored by the Portland Millmen and Cabinetrnakers Joint Apprenticeship Training Committee.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MP91/POS Plan Postage.
Descriptors—"Apprenticeships, Assembly (Manufacturing), "Cabinetmaking, Construction Materials, "Equipment Utilization, Finishing, Hand Tools, "Machine Tool Operators, Machine Tools, Postscoondary Education, State Curriculum Guides, "Trade and Industrial Education, "Woodworking Identifiers—"Oregon
This guide is intended for use in providing the classroom portion of training for apprentices in the cabinetmaking and millwork trades. The materials focus on guiding teams of apprentices through the completion of a credenza with step-back hutch that is to be made in the traditional, colonial/country, and contemporary furniture styles. The guide is divided into 12 units. There is one unit for each of the following topics: power hand tools, hand tools, machinery, and finishing. The following topics are covered in two units each: materials, planning processes, machine processes, and sales processes, and assembly. Each unit contains some or all of the following: a unit outline, list of supplemental reading materials, term notes; and a series of clase outlines, each of which includes a lecture/demonstration outline, parallel isting of tasks and project steps, and notes to the instructor. The curriculum is holistic in that apprentices may join at any time during the four-year cycle, and it is designed to stress the need for cooperation among apprentices and the concept that, in the workplace, the outcome of teamwork is productivity. (MN)

cooperation among apprentices and the contects that, in the workplace, the outcome of teamwork is productivity. (MN)

ED 275 831

CE 045 390

Lovell, Ashley C., Comp.

Evaluation of Farm Accounting Software. Improved Decision Making.

Texas A and M Univ., College Station. Texas Agricultural Extension Service.

Pub Date—1 Mar 85

Note—116p.

Pub Type—Reference Materials—Directories/Catalogs (132)

EDBS Price - MPDI/PC05 Plus Postage.

Descriptors—Accounting, "Bookkeeping, Computer Oriented Programs, "Computer Software, Parm Accounts, Parmers, "Parm Management, Microcomputers

This guide contains information on 36 computer programs used for farm and ranch accounting. This information and assessment of software features were provided by the manufacturers and vendors. Information is provided on the following itema, among others: program name, vendor's name and address, computer and operating system, type of accounting and bookkeeping, vendor characteristics (including financial condition, customer support, and policies), computing considerations (including user friendliness, speed, and hardware requirements), chart of accounts, printed reports, general ledger, enterprises Accounting System, Agricultural Farm Management System, Agriculture, Assistant Program-Junior Version, Farm Profit and Losa, FAS, Financial Management Program-Senior Version, Timancial Management Program-Senior Version, Timancial Management Program-Senior Version, Timancial Management Program-Senior Version, Timancial Management Program-Senior Version, Thomacounting, MSSTS Real World General Ledger, Micro Mars, Radio Shack AgDiak Accounting Program General Ledger, Micro Mars, Radio Shack AgDiak Accounting Programs, Th

CE 045 391 ED 275 832 ED 275 832

Ryun-Jones, Rebecca E. And Others
Bibliographies and Abstracts. Clearinghouse fo
Computer-Assisted Guidance Systems. Project
LEARN-Phase II. Lifelong Education, Assess
ment, and Referral Network.

Florida State Univ., Taliahassee. Clearinghouse for Computer-Assisted Guidance Systems.

Speas Agency—Council for the Advancement of Experiential Learning, Columbia, Md.; Kellogg Foundation, Battle Creek, Mich.

Pub Date—Jul 86

Note—159p.

Pub Type—Reference Materials - Directories/Catalogs (132) — Reference Materials - Bibliographies (131)

EDRS Price - MFGI/PCO? Plus Postage.

Descriptors—Abstracts, Adult Education, Adult Students, \*Career Guidance, Career Planning, Citations (References), \*Computer Oriented Programs, \*Computer Software, Counseling, \*Counseling, \*Coun

CE 045 392

copies of the document may be obtained. (KC)
ED 275 833
CE 045 392
Fruntz, Nevin R., Jr. And Others
High School Grashantion Requirements and Enrollment Patterns in High School Vocational Education Programs in the United States. A Report.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency—Virginia State Dept. of Education, Richmond.
Pub Date—I Jul 86
Nots—52p.
Pub Type— Reports - Research (143)
EDRS Pries - MF01/PCB Plus Postage.
Descriptors—Academic Standards, Declining Enrollment, "Degree Requirements, "Enrollment Influences, "Enrollment Trends, High Schools, Required Courses, Secondary School Curriculum, State Standards, "Student Recruitment, "Vocational Education Identifiers—United States, Virginia
In order to determine the changes in high school graduation requirements and their impact on vocational education programs, a longitudinal study was instituted to track high school and vocational education programs enrollments in Virginia and the United States for five years beginning with the 1944-85 school year. A questionnaire was prepared and sent to directors of vocational education in all states and U.S. possessions, with a total of 53 responses received. The survey showed that 45 of the states and territories have increased on were in the process of increasing the requirements for high school graduation. Enrollments in high school increased in 11 states, decreased in 39 states, and were unchanged in 8 states or territories. In vocational education, 15 states and territories increased enrollments, 13 reported no change, and 22 states decreased enrollments. Follow-up telephone interviews were conducted with respondents from four states with decreased vocational enrollments but increased high school enrollments; three of the four felt that

increased high school graduation requirements were the primary reason for the decrease in vocational enrollments. Telephone interviews with respondents from nine states with increased vocational enrollments despite high school enrollment declines indicated that the following conditions were major factors in the increases: (1) funding allocations based on student census; (2) relevant and market-shelp rongrams; (3) coperative work experience programs; (4) adult enrollment in daytime programs; (5) variable time periods for vocational courses, and (6) increased emphasis on prevocational education programs before high school. The report recommends that vocational administrators be sensitive to enrollment declines and use strategies to enroll students in vocational education courses. Data is graphically displayed in 12 shaded maps. Appendixes include the survey instrument; a list of state directors of vocational education; a tabulation of high school graduation requirements by state since 1931; a toble of 1984-85 enrollment patterns for grades 9-12; and a list of additional comments from state directors. (KC)

CE 045 406 ED 275 834

EID 2/5 834 CE 045 406
West, Lynda And Others
Missouri Trassition Guide. Procedures & Rusourices. Missouri LINC.
Missouri Univ., Columbia. Coll. of Education.
Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
Pub Date—86
Note—180p.; For a related document, see CE 045
407.

Note—180p.; For a related document, see CE 045 407.

107.

Pub Type— Guides - Non-Clasaroom (055)

EDRS Frice - MF01/PC08 Plus Postage.

Descriptors—"Community Resources, Definitions,
"Disabilities, Educational Policy, "Educational Resources, Education Work Relationship, Guidelines, Laws, Models, Parent Role, Postsecondary Education, "Program Development, Program Evaluation, Rural Education, School Role, Secondary Education, Self Care Skills, State Programs, Vocational Education, School Role, Secondary Education, Self Care Skills, State Programs, Vocational Education School Role, Secondary Education of Household Communities of the State Programs, Vocational Education Light State Programs and disseminating information shout resources that may assist the process. The guide is organized in six sections. The first section provides an overview of transition, while the second section discusses program planning and evaluation. In the fourth section, information on transition is provided in five subsections dealing with legislation, independent living, parents, rural areas, and various transition options. Each subsection includes a bibliography and appendixes of resources. Transition resources on the national and Missouri state level and in local communities are listed in the fifth section. The final section of the guide is a glosaary. (KC)

Maxam, Sondra And Others

Assessment: A Key to Appropriate Program Placement. Missouri LINC.

Missouri Univ., Columbia. Coll. of Education.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

Pub Date—36

Note—101p.; For a related document, see CE 045

406. ED 275 835

Note—101p.; For a related document, see CE 045 406.
Pub Type—Guides - Non-Clasaroom (055) EDRS Price - MP01/POS Plus Pestage.
Descriptors—Accessibility (for Disabled), Compliance (Legal), "Disablilities, "Disadvantaged, Educational Assessment, Educational Diagnosis, Educational Resources, Equal Education, Laws, Mainstreaming, Program Development, Secondary Education, Special Education, State Programs, "Student Evaluation, "Student Placement, Vocational Education, "Vocational Evaluation (Identifiers—"Missouri This manual was developed as a resource to assist local educational agencies (LEAs) in conducting assessment of special needs students in Missouri. The six chapters of the manual contain basic information on the following topics: (1) legal requirements in assessment, (2) screening/referral, (3) multidisciplinary evaluation, (4) diagnostic report writing, 5) program planning and evaluation, and (6) assessment of the disadvantaged. The manual takes a holistic approach to assessment, suggesting the use of all available information and data in order to deter-

mine appropriate placement, curriculum, instruc-tion, support services, and resources. The manual explains the assessment process from both the spe-cial education and vocational education perspec-tives and illustrates the relationship to each other of the information and data needs of both. Appendixes to the guide contain a sample letter to parents, infor-mal assessment instrument samples, samples of spe-cial assessment summaries and special adjustment recommendations, and a list of resources in Mis-secrif (EC).

EAD 275 836

Ckiamberg, Lawrence B. Abler, William

The Ecology of Social Support and Older Adult
Adaptation: A Review of Research and Educational Implications.

Pub Dates—Apr 86

Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20,
1946).

Pub Types—Bassets

ing of the American Educational Research Association (67th, San Francisco, CA, April 16-20,
1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF91/PC02 Plus Postage.
Descriptors—"Adjustment (to Environment),
Adult Education, Adult Students, "Educational
Research, Models, "Older Adults, "Outcomes of
Education, "Research Problems, Research Reports, Services, "Social Support Groups, Student
Recruitment, Well Being
A detailed review of research was conducted on
the relationship of social support of older adults to
their general health and well being, and the findings
were applied to educational outcomes and performance. The following dimensions of social support
were examined: (1) an ecological framework or perspective of social support, (2) definitions and theoretical perspectives, (3) methodological concerntical perspectives, (3) methodological concerntical of the service of the services of the

CE 045 421

ED 275 837

Beasley, B. Beasley, C.
Looking Back: A Review of the TAFE Transition
Education Program.

TAFE National Centre for Research and Development, Payneham (Australia).
Report No.—ISBN-0-86397-081-8
Pub Date—85
Note—84P.
Pub Type—Reports - Evaluative (142)
EDBS Price - MFBI-PC08 Plas Postage.
Descriptors—Accreditation (Institutions), Articulation (Education), Curriculum Development,
Disabilities, Educational Needs, "Education
Work Relationship, Employment Programs, Evaluation Methods, Females, Foreign Countries, Job
Training, Migrant Workers, Migrant Youth, Outcomes of Education, Postsecondary Education,
Program Administration, "Program Effectivemess, Program Evaluation, Secondary Education,
Student Characteristics, Teacher Characteristics,
"Transitional Programs, Youth Employment,
"Youth Programs
Identifiers—Aboriginal People, "Australia
The Technical and Further Education (TAFE)
school-to-work transition program for youth between the ages of 15 and 19 is reviewed in this
report. The study examines the program with re-

spect to the context of youth unemployment; development of curriculum objectives; work experience in transition courses; students and staffing; special programs for women, migrants, Aborigines, and disabled persons; levels of administration; the internation of the Commonwealth Employment Service and TAPE; transition and the community; accreditation, articulation, and employment; and evaluation. Each of these considerations is the subject of a separate chapter and each chapter ends with a summary and recommendations. The final chapter, on curriculum design, offers 19 recommendations arising from other chapters and pertaining to developing an ideal curriculum for a transition program. According to this list, the ideal transition curriculum should give target groups extensive information concerning program sims and offerings; aim to inform and empower students socially, culturally, economically, and politically; expiore students 'prior knowledge and experience and incorporate these into the program; be integrated with rather than isolated from the context of the local community; use a holistic approach; stress collaborative and collective learning situations; include adequate student and teacher orientation programs; and seek staff who are empathetic with as many target group characteristics as possible. It is concluded that the TAFE transition program has in many ways been a remarkable response to the social dilemma of youth unemployment and offers a useful basis for future efforts. (A 13-page bibliography and the 1981 guidelines for commonwealth school-to-work transition programs are appended.) (MN)

ED 275 838 CE 045 422

Innes for commonwealth school-to-work transition programs are appended.) (MN)

ED 275 838

CE 045 422

Brinkworth, B. J. Eckersall, K. E. Monitoring Technological Change.

TAFE National Centre for Research and Development, Payneham (Australia).

Report No.—ISBN-0-86397-128-X

Pub Date—85

Note—81p.

Pub Type—Information Analyses (070) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MP6L/PC04 Plus Postage.

Descriptors—Building Trades, Bulletins, "Data Collection, Foreign Countries, Furniture Industry, "Information Dissemination, Labor Market, Material Development, Models, Pilot Projects, Plastics, Postsecondary Education, Secondary Education, "Technological Advancement, "Trade and Industrial Education," Trend Analysis Identifiers—"Australia, "Monitoring A project was conducted to design and pilot a scheme for monitoring trade/industry/commerce technological changes and reporting them to Technical and Further Education (TAFE) teachers and authorities. A matrix of information categories was used to facilitate the collection and storage of information categories was used to facilitate the collection and storage of information appears of information appears of information ategories was used to facilitate the collection and storage of information and specialist technical monitors. Items were send exchanges between industry contact persons and specialist technical monitors. Items were selected from among the information gathered and were published in the form of an illustrated news bulletin entitled Tech Info. The bulletin was distributed to 430 trade and technician building studies teachers throughout Australia for evaluation. Although responses to the questionnaire accompanying the bulletin were encouraging, their number was insufficient to draw any firm conclusions. It was discovered, however, that (1) a central library is very important for a monitoring geomene, (2) there are numerous advantages associated with beginning with an across-trades information-gathering approach and then resort

ED 275 839 CE 045 423 Post, Magarien And Others
Information Technology Curriculum Development
for Participation and Equity Programs.
TAFE National Centre for Research and Developmeham (Australia). —ISBN-0-86397-145-8

Note—142p.; Project funded by the Victorian TAFE Board. Newspaper reprints (Appendix D) may not reproduce clearly.

Pub Type—Reports Research (143)
EDBS Price - MPDI/PC06 Phs Postage.

Descriptors—Computer Literacy, "Curriculum Development, "Disadvantaged, "Equal Education, Peaubility Studies, Pinance Occupations, Foreign Countries, Program Content, Retailing, Technological Literacy, Tourism Identifiers—Australia, "Participation and Equity Program (Australia)

A study explored ways in which training in information technology could be included in Participation and Equity Program (PEP) in the areas of hospitality/tourism, retailing, and business and finance. The research team conducted a literature search, obtained completed questionnaires from 10 colleges offering a total of 22 PEPa, visited an additional 6 PEPs, and observed 10 PEPs. Information was gathered about the 1985 level of provision of information technology training in PEPs in Australia and similar initiatives abroad, and a curriculum framework for providing information technology training to PEP participants and similar target groups was developed. Besides developing the present report, the project staff also published an amounted information technology resource guide for PEP teachers and a description of an overseas initiative that is applicable to Australia. The curriculum recommended as a result of the study consists of an information technology core and bridging information technology varient for such courses should cover basic information technology and processes, basic computer hardware and software structure, the history of information technology and information technology and information technology as and information technology and information technology as different in technology as and information technology and information technology as and information technology and information t

lected newspaper extracts. A select bibliography is also provided.) (MN)

ED 275 840

GE 045 425

Hayes, R. L. And Others

A Study of Apprentice Learning with Respect to the Impact of In-Plant Training Centre Experience and Acceleration. Replication Study.

TAFE National Centre for Research and Development, Psyncham (Australia).

Report No.—ISBN-0-86397-161-X.

Pub Date—86

Note—146p.; Some test materials may not reproduce clearly.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF91/PC06 Plus Pestage.

Descriptors—"Acceleration (Education), "Apprenticeships, Auto Mechanics, Comparative Analysis, Electrical Occupations, Foreign Countries, "Inplant Programs, Job Performance, Machinists, Metal Working," Off the Job Training, "On the Job Training, "On the Job Training, "On the Job Training, "Outcomes of Education, Postageondary Education, Program Effectiveness, Training Methods, "Work Experience Identifiers—"Australia

A study examined whether there were any differences in the performance of apprentices trained in off-the-job, on-the-job, or in-plant training programs. A 1944 apprentice intake sample of over 500 apprentices and information supplied by 16 in-plant training centers and 9 colleges were used to collect data on the job performance of apprentices in the following trades: fitting and machining, electrical, sheet metal, and motor mechanics. Because of problems with program variations and training pattern inconsistencies, no effective measure could be devised to compare the performance of electrical occupations and motor mechanics apprentices in the following trades: fitting and machining, however, apprentices of kill, development than did their nonaccelerated counterparts. In sheet metal, on-the-job apprentices of kill development than did their nonaccelerated counterparts. In sheet metal, on-the-job apprentices of kill, development than did their nonaccelerated counterparts. In sheet metal, on-the-job apprentices of kill development than did their nonaccelerated counterparts

training centers and colleges be developed. (Appendixes include the mathematics, reading, fitting and machining modules, and practical electrical tests used in the project, the observation and interview schedule, a fitting and machining two-way analysis of variance, and study recommendations based on 1963 appendice intake. A select bibliography is also provided.) (MN)

ED 275 841

Hall, W. And Others

Information Technology Training within Trainseships: Options for TAFE-Based Courses.

TAFE National Centre for Research and Development, Payneham (Australia).

Spons Agency—Victoria Education Dept. (Australia).

Percert No.—USBN.A.86397.049.4

ment, Payneham (Australia).

Spons Agency—Victoris Education Dept. (Australia).

Report No.—ISBN-0-86397-049-4

Pub Date—85

Noto—116p.

Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)

EDRS Price - MP91/PC05 Plus Postage.

Descriptors—Banking, Building Trades, Comparative Analysis, Computers, "Cost Effectiveness, "Curriculum Development, Educational Red. Educational Policy, Foreign Countries, "Pused Curriculum Development, Education, Policy Formation, Postsecondary Education, Printing, Program Content, Secondary Education, Technical Occupations, "Technological Literacy, Tourism, "Trade and Industrial Education Identifiers—Australia, United Kingdom

A study explored ways in which training in information technology. The skills and performance standards required of information technology training in the printing, tourism, banking, construction, and computer industries were identified. Next, the current provision of such training in Australia and the United Kingdom was compared, and the costs and benefits of the major options for providing information technology training in Technical and Further Education (TAED)-based courses were analyzed. It was determined that practical training in information technology should be included in the electronic office and in computing and software. All programs developed should address core skills required for personal development and future employment, practice skills in common use over a witer required or indevelopment and future employment, practice skills in common use over a witer ange of occupations, and job-specific skills. Grants should be made available to fund inservice teacher training programs developed the project interview schedule and questionnaire and lists of organizations visited, information technology core skills and performance standards for potential trainceship jobs in the five aforementioned industri provided.) (MN)

provided.) (MN)

ED 275 842

CE 045 427

McBeath, Clare
Curriculum Decision Making in TAFE.

TAFE National Centre for Research and Development, Payneham (Australia).

Report No.—ISBN-0-86397-129-6

Pub Date—25 Feb 86

Note—1319.

Pub Type— Reports - Research (143) — Testa/
Questionnaires (160)

EDRS Price - MFP1/PC06 Plus Pestage.
Descriptors—Access to Information, Case Studies,
"Curriculum Development, "Curriculum Bvaluation, "Poecision Making, "Svaluation Cristina,"
"Evaluation Methods, Foreign Countries, Information Needs, Information Sources, National Surveys, Postsecondary Education, Secondary Education, "Vocational Education Identifiers—Vaustralia

A study examined the decision-making stage in the curriculum development process in vocational programs throughout Australia. Data were collected from interviews from a network of persons currently involved in curriculum development process in action at 16 vocational schools throughout Australia. Although information on curriculum options was found to exist within the Technical and Purther Education (TAFE) agencies, biases and knowledge gaps were discernible in the case studies. Although

many curiculum decisions are predetermined by coutside factors, such as industrial award agreements, it appeared that other decisions were being made without proper assessment of the options such as the use of modules, self-pacing, and mastery learning. There was a very useven awareness of extry and exit issues, articulation, and flexibility of testing, and the options of distance education and degrees of individualization were virtually neglected. Thus, the data indicate that curriculum developers, especially the less experienced ones, need a better grounding in curriculum issues and the curriculum developers need more guidance and more confidence in the art of choosing which data are needed to make more effective decisions. Little guidance in snicipsting or dealing with the hidden forces of the curriculum process currently exists. (The instrument used in interviewing curriculum developers is appended, and 71 references are listed.) (MN)

ED 275 843 CE 045 428

developers is appended, and 71 references are listed.) (MN)

ED 275 843

Mora. Patricia And Others

Trading Tradition. Issues Arising from as Evaluation of the Experiences of Femals Apprentices in Male-Destinated Trades in the Hunter Region of New South Wales. Summary.

TAFE National Centre for Research and Development, Payneham (Australia).

Report No.—ISBN-0-86397-225-X

Pub Data—86

Noto—33.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Apprenticeships, Cureer Counseling, Change Strategies, Educational Improvement, Educational Policy, Educational Improvement, Educational Policy, Educational Improvement, Educational Policy, Educational Practices, Employer Attitudes, "Pemales, Foreign Countries, Job Satisfaction, "Non-traditional Occupations, Policy Formation, Postsecondary Education, Sex Blas, "Sex Fairness, Sexual Harassment, Student Placement, Student Recruitment, Teacher Attitudes, "Trade and Industrial Education, Work Environment Identifiers—Australia (New South Wales)

A study examined the measures taken in seven colleges in the Hunter Region of New South Wales to promote the entry of women into nontraditional trades. Questionnaires were given to all female apprentices in heat trades in the set trades who had females in their classes during 1943. Pemales did not face any more problems than males with mathematics in the trades. However, they received less information about career options than males with mathematics in the trades. However, they received less information about career options than males before entering the male-dominated trades. Harassment was a problem for a significant number of females in sprentices, with harassment and unfair treatment being more of a problem at work than at school. Male hostility toward women entering trades in which high male unemployment rates exists was also evident. Female apprentices faced particular problems in their access to and experience in correct the sprentices in developing strategies to increase the access of femal

tive effects. (MIN)

ED 275 844

Wolf, Jacke Waldron, Mark W.

Measuring and Managing Variables for Continuing
Education Programs in a University Setting: An
Econometric Model.

Pub Date—Jun 86

Note—349; Paper presented at the Annual Meeting of the Canadian Association for University
Continuing Education (Ottawa, Canada, June
16-19, 1986).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MP0I/FC02 Plus Postage.

Descriptors—"Continuing Education, "Economic
Research, Economics, "Educational Administration, Foreign Countries, Higher Education,
"Models, Postsecondary Education, "Program

Administration
Identifiers—Canada, \*Econometrics
An econometric model is suggested for managing continuing education units in Canadian universities. The value of such a model would be to unify the various factors that are often considered in fragments in traditional ways of studying the problems of such units. Many difficulties exist in using such a model to discuss educational management, but it has some virtues. First, it has the advantage of any model: it reduces a mass of information to a manageable size and shape. Second, this type of model gives the possibility of experimenting with changing variables under the control of the researcher. Third, an econometric model has be potential advantage of forcing fuller examination of important factors for managerial planning, decision making, and strategy implementation. Fourth, the model can force the manager to apply and refine decision-making criteria. Fifth, constructing and sharing a model has a powerful influence on those in authority to act in a way that minimizes negative side effects. The suggested model includes seven variables: (1) the social/public policy filters of the continuing education unit manager; (2) the commitment of the community to continuing education unit; (3) the community to continuing education unit; (4) the organizational culture of the continuing education unit; (5) budgetary resources and supports; (4) the organizational culture of the continuing education unit; (5) founds at the management of continuing education were sufficiently resources and supports; (5) budgetary resources and supports; (6) budgetary resources and supports it is proposed that such a way of looking at the management of continuing education. (KC)

CE 045 430

education. (KC)

ED 275 845

Corwin, Luene And Others

Assessing Students' Skills and Interests.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Alliance of Community and Technical Colleges, Columbus, OH.

Pub Date—86

Note—57p; Monograph based on a forum of the National Alliance of Community and Technical College (Columbus, OH, April 16, 1986).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PG3 Plus Pestage.

Descriptors—\*Achievement Tests, Community Colleges, Bvaluation Criteria, \*Evaluation Methods, \*Instrest Inventories, Models, Records (Forms), \*Student Evaluation, \*Student Placement, \*Two Year Colleges

Identifiers—Florida Community College MC This monograph addresses assessment of students entering two-year colleges. In her introduction to the monograph, Luene Corwin provides an overview of various assessment models in existence. Assessment systems currently in use are discussed in the following papers: "Assessment at Guilford Technical Community College," by Paula Garber, "Testing at the Merame Campus of St. Louis Community College," by Paula Garber, "Testing at the Merame Campus of St. Louis Community College," by Paula Garber, "Testing at the Merame Campus of St. Louis Community College," by Paula Garber, "Testing at the Merame Campus of St. Louis Community College," by Luther B. Christofoli. Appendixes to the volume include a discussion of the assessment and placement system for college credit for students at Florida Community College at Jacksonville, and a list of member institutions of the National Alliance of Community and Technical Colleges. A list of selected readings is also included. (MN)

ED 275 846

CE 045 432

ED 275 846

ED 275 846

Harned, Kay

Using Labor Market Information to Support Local
Decision Making.
Northern Illinois Univ., De Kalb. Center for Governmental Studies.

Spons Agency—Illinois State Board of Education,
Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—[86]
Note—17p.; Chart on page 17 contains small print.
Pub Type—Opinion Papers (120)
EDRS Price - MPDI/PCDI Plus Poetage.
Descriptors—Career Education, "Decision Making, "Educational Planning, "Labor Market, "Occupational Information," Program Development,
"Program Validation
Identifiers—"Education for Employment Program

(Illinoia)
This report describes a process to determine the degree to which labor market information guided the program decisions of local planning and advisory groups in Illinois' Education for Employment system. The first part focuses on the program approval application and local validation process. It offers recommendations for the sequential contents of a program approval application, the purpose of which is to determine the degree to which labor market information is incorporated in local program decision making. Topics discussed include industry profile, industry analysis, and occupational analysis. The next part of the report discusses activities of staff responsible for reviewing and verifying these applications. The kind of supports necessary to facilitate and expedite the review process are also considered. The third part makes suggestions about the kinds of information useful in the local validation process. It also discusses the particular decisions for which these "rules of evidence" are most appropriate. A flow chart of sequential steps and data sources used in labor market planning conclude the document. (VLB)

CE 045 433

ED 275 847

CE 045 433

Johnson, Claudy J.

The Effect of Word Processing Concepts and Skills on Entry Level Job Performance.

Pub Date—[86]

Note—10p.

Pub Type— Information Analyses (070)

EDRS Price - MP01/PCD1 Pins Postage.

Descriptors—"Business Skills, Employer Attitudes, Employment Qualifications, "Entry Workers, "Job Skills, "Office Cocupations Education, Post-secondary Education, Secondary Educat

ED 275 848 CE 045 434
Conone, Ruth M.
Positioning.
Pub Date—Oct 86
Note—7p.; Paper presented at the National Adult
Education Conference (Hollywood, FL, October

Rote--/p.; Paper presented at the National Adult Education Conference (Hollywood, FL, October 1986).

Pub Type— Opinion Papers (120) — Speeches/
Mesting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—\*Adult Education, \*Advertising, \*Batension Education, \*Noncredit Courses, \*Publicity Identifiers—\*Positioning (Advertising)

The key to positioning is the creation of a clear benefit image in the consumer's mind. One positioning strategy is creating in the prospect's mind a position that takes into consideration the company's or agency's strengths and weaknesses as well as those of its competitors. Another strategy is to gain entry into a position ladder owned by someone else. A third is projecting a broad based mission. The Cooperative Extension Service (CES), for example, ought to define its purpose as education in a general sense, not education limited to specific terms. Organizations that identify with specific problems run the risk of becoming obsolete in a relatively short time. With education as the central positioning focus, the specific objects and sudiences of CES will change over time. Positioning is a concept that has merit for specific major programs, program areas of Extension, and Extension in general at the state and national levels. The difficulty in identifying a concise national policy statement agreeable to all is obvious; the potential benefits to the CES are also obvious. (YLS)

ED 275 849

CE 045 436

Caerlinsky, Thomas McCray, Paul M. Vocational Decision-Making Interview. Adminis-tration Manual.

visions Massal.

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

Spons Agency—National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date—86

Note—28p.

Available from—Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751 (319.95—manual plus 35 interviews).

interviews).

Pub Type— Guides - Non-Classroom (055) —
Tests/Questionnaires (160)

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Career Choice, \*Decision Making, \*Disabilities, \*Interviews, Norm Referenced Tests, Postsecondary Education, \*Psychological Testing, Test Manuals, \*Vocational Rehabilitation

tion lentifiers—"Vocational Decision Making Inter-

tion
Identifiers—\*Vocational Decision Making Interview
This guide is intended to assist rehabilitation counselors, school guidance personnel, and others involved in administering and interpreting the results of the Vocational Decision-Making Interview (VDMI). (The VDMI is a structured interview instrument that was developed to facilitate the assessment of an individual's vocational decision-making apabilities, identification of an interviewe's unique decision-making needs, and development of an individual vocational decision-making profile.)
The first part of the guide traces the development of the VDMI; summarizes selected research results with the VDMI; outlines its structure; and describes its special applications in the following areas: vocational evaluation, general counseling and guidance, Individualized Education Program (IEP) and Individualized Written Rehabilitation Plan (IWRP) planning, determination of group characteristics, and program development. Discussed next are the following aspects of VDMI administration: preparing the interviewing environment (interviewer and interviewer and administering and sportopriate and qualified interviewer and heeding certain interviewing cutions, and administering and sooring the VDMI. The third section, which deals with interviewen and procedures for profiling subcategories. The fourth section consists of tables of norms. A profile sheet and a copy of the VDMI are included with the manual. (MN)

ED 275 850

CE 045 437

Taylor, Charlotte
Entregrensearship for Women: "Escape from the
Pink Cellar Ghetto." Occasional Paper No. 121.
Ohio State Univ., Columbus. National Center for
Research in Vocational Education.
Pub Date—86
Note—18p.
Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH
43210-1090 (OCI21-53.00).
Pub Type—Opinion Papers (120)

43210-1090 (OCI21-53.00).
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PO1 Plus Pestage.
Descriptors—Business Administration, "Business Education, Economic Development, "Economic Opportunities, Educational Benefits, "Educational Needs, "Employment Patterns, "Entrepreneurship, "Females, Labor Market, Outcomes of Education, Postsecondary Education, Secondary Education, Small Businesses, Vocational Education, Small Businesses, Vocational Education,

Education, Small Businesses, Vocational Education
The role of small business and entrepreneurship in today's economy is well documented. Entrepreneurship and small business ownership are an especially attractive option for women. Women have been seeking an escape from traditional, low-paying, dead-end jobs by choosing entrepreneurship at a rate five times faster than that of men. Women now own almost 26 percent of small businesses in America, and the number of female-owned firms in America, and the number of female-owned firms in the United States rose 75 percent between 1977 and 1933. Over 91 percent of female small proprietor-ships fall into the categories of service, retail, finance, real estate, or insurance compared with 73 percent of all sole proprietorships. Education has a key role to play in educating women in the skills and the options of business ownership from the time they are young girls. Programs are especially needed in the following areas: management education (the

operation of the free enterprise system, basic business skills, math and risk taking, and money management); marketing, particularly selling and negotisting skills; and business capitalization and financial management. Although federal, state, and local policymakers have already begun to recognize the potential of entrepreneurship as an economic development resource for women, the message has been allow in reaching educators. It is especially important for educators to develop better career orientation material that reflects the rapid labor materiation materials that the property of the pro

ED 275 251

Baldwin, Lionel
High Technology and the Future of Education.
Occasional Paper No. 122.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Pub Date—86
Nots—27p.
Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (OC122-\$3.00).
Pub Type— Opinion Papers (120)

43210-1090 (OC122-\$3.00).
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Distance Education, Educational Change, Educational Coperation, Educational Media, Educational Television, Educational Trends, "Putures (of Society), "Institutional Cooperation, Lifelong Learning, Postsecondary Education, "Professional Continuing Education, Satellites (Aerospace), Shared Resources and Services, "Technical Education, "Technological Advancement, Telecommunications, Vocational Education ment, Telecommunication de la Based Continuing dentifiers Association Media Based Continuing Educ Engineers, "National Technological University association have imposed dra-

Identifiers—Association Media Based Continuing Educ Engineers, "National Technological University Recent technological advances have imposed dramatic changes in all areas of the U.S. labor market. In particular, the continually increasing demands for technical training and retraining have created an increased demand for continuing education for engineers throughout their working lives. The National Technological University (NTU) represents one innovative method of meeting the lifelong learning needs of workers in a technical field such as engineering. Representing a merger of corporate and academic concerns, NTU broadcasts instruction nationwide via satellite. NTU was created in January 1984 to award accredited masters degrees in selected fields. The NTU scademic programs feature approved courses of instruction offered by the 21 universities that have joined together to form the Association for Media-based Continuing Education for Engineers (AMCEE). NTU also provides research seminars in each discipline taught; operates a modern telecommunications delivery system for convenient, flexible on-site service; offers AMCEE amoncredit short courses, seminars, and workshops to introduce newly advanced technology concepts to a broad range of stehnical professionals; and has established a sophisticated satellite network infrastructure between industry and the university communities. NTU has participated in a study to address the sccreditation and state licensing issues resided by a nationwise instructional network such as AMCEE and has undertaken an intensive 3-year test of using computer communications to enhance student-teacher interaction. (MN)

CE 045 439 ED 275 852

ED 275 852

CE 045 439

Linack, J. P. Shell, Kevin D.

Implications of Changing Ethnic-Group Representation in Indiana's Population. Part 1: High-lights and Summary. Manpower Report 8-2.

Purdue Univ., Lafayette, Ind. Office of Manpower

Studies.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date—31 Mar 86

Note—95p.; For part 2, see CE 045 440.

Available from—Office of Manpower Studies, Knoy Hall, Purdue University, West Lafayette, IN 47907 (33.75).

Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Poetage.

Descriptors—Academic Achievement, Asian Americans, Blacks, Demography, Educational

Attainment, Educational Needs, Educational Trends, Employment Patterns, Enrollment Projections, Enrollment Trends, Effinic Groups, Hispanic Americans, Labor Market, Minority Groups, "Population Distribution, "Population Trends, "Racial Composition, Sociocultural Patterns, "Statewide Planning, Trend Analysis Identifiers—Impact Studies, "Indians Prom 1970 to 1980, Indiana's population grew 5.7 percent, with the white population growing less than 4 percent as opposed to a 30 percent growth rate for minority groups. Nearly 64.4 of the state's minority population resided in Marion and Lake counties as of 1980. Except for Asian Americans, Indiana residents who belong to ethnic minority groups tend to be much less well educated than their white counterparts. This is especially true of Hispanic persons. Minority group members have higher dropout and memployment rates, and there are more illegitimate births and households headed by women among minority groups. These trends suggest that policymakers in Indiana will need to make a major commitment to see that all citisms, regardless of age or ethnic/racial background, have the opportunity to develop and perform at the highest levels possible. (This report includes 31 tables; a reprint of an article entitled "Equality and Excellence: The Educations! Status of Black Americans"; and selected excerpts from the following reports: "Hispanics in the Labor Market: 1980-1985," "Access to Higher Education: The Experience of Blacks, Hispanics, and Low Socioconomic Status Whites, and "The Reseing Report Card: Progress toward The Reseing Repo

ED 275 853

CE 045 440

Linck, J. P. Shell, Kevin D.

Linglications of Changing Ethnic-Group Representation in the Population: United States, Midwest, Indiana and Selected Counties (Part 2), Manapower Report 86-7.

Purdue Univ., Lafayette, Ind. Office of Manpower Studies.

Misspewer Report 86-7.

Purdue Univ., Lafayette, Ind. Office of Manpower Studies.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date—27 Nov 86

Nots—25p.; For part 1, see CE 045 439.

Available from—Office of Manpower Studies, Knoy Hall, Purdue University, West Lafayette, IN 47907 (35.00).

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MP01/PC09 Plus Pestage.

Descriptors—Academic Achievement, Adult Education, Career Education, "Demography, Dropouts," \*Sducational Trends, Employment Level, \*Employment Patterns, "Bthnic Groups, "Labor Force, "Socioeconomic Background Identifiers—"Indiana, United States (Midwest)

This report is the second part of a manpower study on population, education, academic preparation, socioeconomic characteristics, and employment for various ethnic groups. It expands upon Part 1 by containing additional and more extensive discussion and supportive data in tabular and figure form. This part includes comparisons between the United States, the Midwest Region, Indiana, and the 22 Indiana counties having at least 1,000 members of minority groups in their populations in 1980. Data are presented in these categories: population (census, brithing patterns), educational trends (fallight-mate births, household and family characteristics, income level, higher education financial sid needs), and employment trends (employment status, occupational comparisona, industry employment comparisona, industry employment comparisona, industry employment comparisona, industry employment opticies, school reform, and Jobs for Youth/Chicago. (YLB)

ED 275 854

Moore, Richard W.

ED 275 854 CE 045 44 Moore, Richard W. Virginia's Private Career Schools. An Overlooked Resource for Job Training and Economic Devel-CE 045 442

opment.
Training Research Corp., Santa Monica, CA.
Spons Agency—Virginia Association of Private Ca-

reer Schools.
Pub Date—14 Apr 86
Note—65p.
Available from—Training Research Corporation,
309 Santa Monica Bivd., Suite 323, Santa Monica,
CA 90404 (37.50).
Pub Type—Reports - Research (143)
Descriptors—Business Education, "Economic Development, "Job Training, Postseondary Education, Private Schools, Proprietary Schools, Role
of Education, "School Role, State Surveys, "Voastional Education, Vocational Schools Identifiers—"Virginia
A study gathered objective data to infurm policymakers and the public about the role of the private
career school in providing postsecondary vocational
training. The universe of the study was made up of
state-approved for-profit business, trade, and technical schools and nationally accredited cosmetology
schools. A mailed questionnaire gathered data on
the school practices, students, and economic impact
on the states' economy. Five major findings
emerged. Virginia's private career schools constituted a vocational training resource at least equal in
size to the Virginia Community College System's
occupational/technical programs. Private career
schools were a diverse and highly competitive sector of higher education. They served a large number
of disadvantaged students. Private career schools
were highly responsive to changes in the labor market and to the needs of local employers. They had
a major impact on Virginia's economy. Four recommendations are made in the report in future planning, policymakers should consider use of private
career schools before expanding public programs;
private career schools should be linked to state
training efforts through innovative funding strasprivate career schools should be linked to state
training (forts through innovative funding strasprivate career schools should be linked to state
training efforts through innovative funding strasprivate career schools and public programs;
private career schoo

CE 045 443

revaluation on open profits and private postascondary training. (YLB)

ED 275 855

Selman, James W. Wilmonh, James N.

Professional Development Needs of Part-Time

Technical College Instructors.

Auburn Univ., Ala. Dept. of Vocational and Adult Education.

Pub Date—86

Note—189.

Available from—Department of Vocational and Adult Education, Auburn University, Auburn, AL 36849-3501 (\$2.00).

Pub Type—Reports - Research (143)

EDRS Price - MFDI./PCDI Plus Postage.

Descriptors—Educational Needs, 'Faculty Development, 'Inservice Teacher Education, 'Part Time Faculty, Program Attitudes, Teacher Attitudes, Teacher Background, Teacher Education, Technical Education, "Two Year Colleges Identifiers—Alabama

One hundred and eighty part-time instructors in 25 Alabama technical colleges responded to a questionnaire designed to obtain (1) demographic data on selected variables; (2) an assessment of the unique perceived competencies and professional development needs of this population; and (3) information to be used in the design of a program delivery system to meet the professional development needs of this population; and (3) information to be used in the design of a program delivery system to meet the professional development needs of this population; and (3) information to be used in the design of a program delivery system to meet the professional development needs of the analysis of the study found that the majority of the instructors. The study found that the majority of the instructors were a week, had work experience in 43 different occupational instructors need help in developing teaching skills, and 89 percent indicated they would be interested in participating in teacher education activities. The study concentrated, local, and practical. Part-time instructors should be compensated in some way for participating, and a professional development plan for each part-time instructors want and would attend inservice professional development plan for each part-time instructors abould be intense, short, highly concentrated

ED 275 856

Safman, Phyllis C.

Illiserate Women: New Approaches for New Lives.

Pub Date—23 Oct 36

Note—17p.; Paper presented at the Annual Conference of the American Association for Adult and Continuing Education (Hollywood, FL, October 22-26, 1986).

Pub Types Information Analyses (070) —

ence of the American Association for Adust and Continuing Education (Hollywood, FL, October 22-26, 1986). Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150) EDRS Price - MPBU-PO1 Plas Pestage. Descriptors—\*Adult Basic Education, \*Adult Literacy, Adult Programs, Fermales, \*Illiteracy, \*Literacy Education, Models, National Programs, Volunteers

A definition of illiteracy is the inability to read and compute at the standard needed by an adult within a chosen social context. While statistics may vary depending upon the study, women make up the majority of the illiterates nationally and internationally. Three factors that contribute to illiteracy among women are social acculturation and ex-role stereotyping, personal problems that promote high school incompletion, and institutional barriers to women in adult basic education (ABB) programs. Programs geared to the needs of women entering ABE classes are beginning to surface. Nationally, other events and programs show promise in calling attention to the problems of illiteracy and the needs of illiterate women and men. The President's Adult Literacy Initiative has coordinated and targeted existing funds to be used for a variety of initiatives. Some speak to needs of women, particularly the Headstart parents' project and 80 demonstration projects for dropouts and teens. Much of the real initiatives assume that volunteers will carry the load. The Cuban model shows volunteers in a visible when government supports its efforts. The self-help collective-a model of empowerment-is another approach that has been adopted. (YLB)

collective-a model of empowerment-is another approach that has been adopted. (YLB)

ED 275 857

CE 045 446

ESITC Review of On-Job Training.
Electricity Supply Industry Training Committee,
London (England).

Pub Date—82

Note—9p.
Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Carreer Education,
Developed Nations, "Electrical Coccupations,
"Electricity, "Energy Occupations, Foreign
Countries, "On the Job Training, "Trade and Industrial Education," Utilities
Identifiers—9Great Britain
This summary presents highlights from the Report of the Working Party on On-Job Training of
Great Britain's Electricity Supply Industry Training
Committee (ESITC). Changes that have affected
the way on-the-job training is carried out are listed.
On-the-job training (OT) is defined, and recipients
of such training are described. Provided next are
lists of complaints of trainees, complaints of staff
involved in providing training, and problems experienced by managers and supervisors in providing
OTT. A number of good practices are then identified. A brief discussion follows of four projects set
up to test the feasibility of a particular OTT system
and to identify the benefits and difficulties involved.
Results of three of the four projects are presented.
The training objective approach to training is briefly
considered. Finally, the likely costs, resources, and
benefits of setting up systematic OTT are discussed.
Attachments include a listing of important factors in
setting up good OTT systems and a listing of discussion
points. Recommendations for improving OTT
in the electricity supply industry are appended.
(YLB)

ED 275 858

CE 045 447
ESITC Guide Notes on Craft On-Jeb Training.

Blectricity Supply Industry Training Committee,
London (Begiand).

Pub Date—Nov 82

Note—24p.

Pub Type— Guides - Non-Classroom (055)
EDRS Price - MP01/P01 Plus Postage.

Descriptors—Adult Education, Career Education,
Developed Nations, "Electrical Occupations,
Blectricity, Energy Occupations, Foreign
Countries, Guidelines, Material Development,
Objectives, "On the Job Training, Program Development, Program Implementation, "Trade and Industrial Education," Utilities

Identifiers—"Great Britain

These guide notes for training and operational staff set out Great Britain's Electricity Supply Industry Training Committee (ESITC) policy on crat on-the-job training (OJT). They are complementary to ESITC recommendations on Craft Training and of equal status to them. Section 1 is an introduction. Sections 2 through 5 outline the aims of on-the-job training, design of such training, implementation, and resources. Appendix A contains notes on development work (development of materials for OJT) with a checklist to aid identification of the possibility of formal versus on-the-job training, Appendix B lists responsibilities of staff for craft OJT. (YLB)

ED 275 859 CE 045 449

ED 275 860

Usora, George M. Casteen, Dennis
Principles of Learning and Instruction.
Pub Date—[86]
Note—25p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Adult Education, \*Curriculum Development, \*Instructional Design, \*Instructional Development, \*Instructional Design, \*Instructional Development, \*Instructional Deve

Development, Military Training, Viesching Methods
This guide presents established principles of learning and instruction, along with practical examples of how these principles can be incorporated into instructional materials. This guidebook is a collection of 55 of the more commonly known principles of learning. The principle statements are first arranged by category of learning. Each category contains several principles with citations of the author of the research and the date the research was published. An interpretation of the meaning of the statement immediately follows the principle. The application describes a specific and concrete use of the principle to the curriculum development process. In some instances graphics are provided to show how the principle would be applied in an actual lesson. The 17 categories are prelearning preparation, individual differences, instructional conditions, notivisation, active participation, successful achievement, knowledge of results, practice, rate of presentation,

ocabulary/technical terminology, diagnosis, reme-sition, learning concepts, presentation/format, emory/forgetting, questions, and review/sum-ary. (YLB)

ED 275 861 CE 045 452

ED 275 861

ED 275 861

CE 045 452

Industrial Education Guide for Elementary and Secondary Program Development and Empovement in Industrial Arts, E-12.

South Dakota State Div. of Elementary and Secondary Education, Pierre.

Pub Date—[86]

Note—950.

Pub Type— Guides - Clasaroom - Teacher (052)

EDBS Price - MF91/PC04 Plus Pestage.

Descriptors—Behavioral Objectives, Communication Skills, Construction (Process), "Curriculum Development, Design Crafts, Drafting, Education, Tearning Activities, Manufacturing, Metal Working, Plastics, Power Technology, "Program Development, State Curriculum Guides, Student Organizations, Transportation, Woodworking

Identifiers—South Dakota

This guide for a model industrial arts curriculum for state and local planning has been designed for public school organizations and teachers who wish to establish an industrial arts curriculum in their school or would like to expand an existing one. Covering levels K-12, the guide first suggests a program by operational levels. It then outlines programs for elementary, junior high, and senior high school industrial actuations. Concept to be taught and learning activities are suggested for each level. The elementary level is more general, while the junior and senior high levels focus on specific subjects of the industrial arts curriculum include industrial arts curriculum and senior high curriculum include industrial and technological literacy, communications, construction, senior high curriculum concentrates on design/drafting, graphic arts, construction, wood technology, industrial crafts, electrical/electronic technology, general exceptions and semple outcomes are provided for each area of instruction. Suggestions for teacher education also are provided. Appendixes to the guide review instructional approaches, suggest evaluation st

ED 275 862

Sullif. Ronald D. And Others
Plambling and Sewage Disposal.
Marine Corps Inst. Weakington, DC.
Report No.—MCI-11-21a
Pub Date—27 Feb 86

Note—131p.; Document set in small type. Some illustrative material may not reproduce clearly.
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF91/PC06 Plus Postage.
Descriptors—Continuing Education, Course Content, Distance Education, Extension Education, Independent Study, Learning Activities, Military
Personnel, "Military Training, "Plumbing, Post-secondary Education, Sanitary Facilities, Skilled
Occupations, Units of Study, "Waste Disposal Identifiers—Marine Corps, Military Curriculum Materials

Occupations, Units of Study, "Waste Disposal Identifiers—Marine Corps, Military Curriculum Materials
This self-study course is designed to familiarize Marine enlisted personnel with the principles of plumbing and sewage disposal used by Marine Hygiene Equipment Operators to perform their mission. The course contains three study units. Bach study unit begins with a general objective, which is a statement of what the student should learn from the unit. The study units are divided into numbered work units, each presenting one or more specific objectives. Text is furnished, illustrated as needed, for each work unit. At the end of the work units are study questions, with answers listed at the end of the study unit. A review lesson completes the course. The three units of the course cover the following subjects: pipe and fittings, water service, and sewage systems. (KC)

ED 275 863

Sutliff, Ronald D. And Others
Marine Electrician-Fundamentals.
Marine Corps Inst., Washington, DC.
Report No.—MCI-11-41 CE 045 459

Pub Date—20 Feb 86
Note—129p.; Document is set in small type. Some graphics may not reproduce clearly.
Pub Type—Guides - Clasercom - Learner (051)
EDRS Frice - MF01/PC06 Flus Pestage.
Descriptors—Autoinstructional Aids, Continuing Education, Course Content, "Electricity, Extension Education, First Aid, "Hand Tools, Independent Study, Learning Activities, Military Personnel, Military Training, Postsecondary Education, "Safety, Service Occupations, Skilled Occupations

ucation, 'Safety, Service Occupations, Skilled Occupations Identifiers—Marine Corpa, Military Curriculum Materials
This self-study course is designed to familiarize Marine Corps enlisted personnel with the principles of electricity, safety, and tools. The course contains three study units. Each study unit begins with a general objective, which is a statement of what the student should learn from the unit. The study units are divided into numbered work units, each presenting one or more specific objectives. Text is furnished, illustrated as needed, for each work unit. At the end of the work units are study questions, with answers listed at the end of the study unit. A review lesson completes the course. The three units of the course cover the following subjects fundamentals of electricity, safety and first aid, and electrician's tools. (KC)

electricity, safety and mist and, and electricism stooks. (KC)

ED 275 364

CE 045 460

Suitiff, Ronald D. And Others

Solid-State Devices.

Marine Corps Inst., Washington, DC.

Report No.—MCI-11-42

Pub Date—I Aug 36

Note—173p; Document is set in small type. Some graphics may not reproduce clearly.

Pub Type—Guides—Classroom—Learner (051)

EDRS Price - MF91/PC07 Plus Pestage.

Descriptors—Autoinstructional Aids, Continuing Education, Course Content, Electronic Equipment, Electronics, Electronic Technicians, Extension Education, Course Content, Electronic Equipment, Electronics, Electronic Technicians, Extension Education, Course Content, Electronic Equipment, Electronics, Electronic Technicians, Extension Education, Course Content, Electronic Technicians, Extension Skilled Occupations, Transistors Identifiers—Marine Corps, Military Curriculum Materials, "Solid State (Electronics)

This self-study course is designed to familiarize Marinea Corps enlisted personnel with the principles of solid-state devices and their functions. The course contains four study units. Each study unit begins with a general objective, which is statement of what the student should learn from the unit. The study units are divided into numbered work units, each presenting one or more specific objectives. Text is furnished, illustrated as needed, for each work unit. At the end of the work units are study questions, with sanwers listed at the end of the study unit. A review lesson completes the course. The four units of the course cover the following subjects semiconductor diodes; transistors, special devices; and solid-state power supplies. (KC)

ED 275 865

Sutliff, Ronald D. And Others
Pasdamentals of Refrigeration.

Marine Corps inst. Washington, DC.
Report No.—MCI-11-61
Pub Dates—30 Jun 86

Note—209p.; Document is set in small type. Some graphics may not reproduce clearly.
Pub Type—Cuides—Classroom—Learner (051)
EDRS Price—MPU/PC09 Plus Pestage.
Descriptors—Pair Conditioning Equipment, Autoinstructional Aids, Continuing Education, Course Content, Extension Education, Independent Study, Learning Activities, Military Personnel, "Military Training, Postsecondary Education, "Refrigeration, "Refrigeration Mechanics, Service Occupations, Skilled Occupations, Service Occupations, Skilled Occupations

chanics, Service Occupations, Skilled Occupations
Identifiers—Marine Corps, Military Curriculum
Materials
This self-study course is designed to familiarize
Marine enlisted personnel with the principles of the
refrigeration process. The course contains five study
units. Each study unit begins with a general objective, which is a statement of what the student should
learn from the unit. The study units are divided into
numbered work units, each presenting one or more
specific objectives. Text is furnished, illustrated as
needed, for each work unit. At the end of the work
units are study questions, with answers listed at the
end of the study unit. A review lesson completes the

course. The five units of the course cover the follow-ing subjects: fundamentals of refrigeration, refriger-ants and lubricants, refrigeration systems and composents, refrigeration controls, and air condi-tioning. (KC)

components, refrigeration controls, and air conditioning. (KC)

ED 275 866

CE 045 462

Hamilton, Donald L. And Others

Refrigeration Servicing,

Marine Corps Inst., Washington, DC.

Report No.—MC-11-62

Report No.—MC

ED 275 867 CR 045 463

ED 275 867

CB 045 463

Younce, J. R. And Others

Basic Shop Fundamentals for the Mechanic.

Marine Corps Inst., Washington, D.C.

Report No.—M.Cl-13-30

Pub Date—9 Nov 84

Note—379.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MPDI/PC04 Plass Postage.

Descriptors—Autoinstructional Aids, Continuing Education, Course Content, Extension Education, "Hand Tools, Independent Study, Learning Activities, "Mechanical Equipment, Mechanical Skills, Military Personnel, "Military Training, Postsecondary Education, "Safety, Service Occupations, Skilled Occupations

Identifiers—Marine Corps, Military Curriculum Materials

These self-study materials are a basic course for Marines working as mechanics. The course contains three study units. The first unit explains mechanics' hand tools and their proper care and usage. The second unit introduces the duties of the personnel at a basic level, describes the areas of a typical shop, and deals with shop operations and equipment. The third unit covers shop safety and firefighting procedures and explains the purposes and background of the different guidelines found in a typical shop, and deals with shop operations and equipment. The third unit covers shop safety and firefighting procedures and explains the purposes and background of the different guidelines found in a typical shop, Each of the three study units begins with a general objective, which is a statement of what the student should learn from the unit. The study units are divided into numbered work units, each presenting one or more specific objectives. Text is illustrated as meeded for each work unit. At the end of the work units are study questions, with answers listed at the end of the study unit. A review lesson completes the course. (KC)

ED 275 868

Irby, James F. And Others
Automotive Fuel and Exhaust Systems.
Marine Corps Inst., Washington, DC.
Report No.—MCI-35-23b
Pub Date—31 Jul 85
Note—91p; Revision of ED 258 051.
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Prus Pustaga.
Descriptors—Adult Education, Autoinstructional
Aids, \*Auto Mechanics, Behavioral Objectives,
\*Fuels, Instructional Materials, Learning Activities, \*Military Training, Motor Vehicles, Postsecondary Education, \*Trade and Industrial
Education CE 045 466

otive Exhaust Systems, \*Auto-

Identifiers—"Automotive Exhaust Systems, "Automotive Fuel Systems Materials are provided for a 14-hour course designed to introduce the automotive mechanic to the basic operations of automotive fuel and exhaust systems incorporated on military vehicles. The four study units cover characteristics of fuels, gasoline fuel system, diesel fuel systems, and exhaust system. Each study unit begins with a general objective. These work units divided into numbered work units, each presenting one or more specific objectives. These work units also consist of text material, illustrations, and study questions. Answer keys appear at the end of each study unit. A review lesson, which is a multiple choice exercise, is also provided. Troubleshooting guides for diesel fuel injection systems are included as appendines. (YLB)

ED 275 869 Taggari, Robert The Comprehe CE 045 469 emsive Competencies Program: A

Summary.

Remediation and Training Inst., Alexandria, VA.
Pub Date—Jul 86
Note—S2p.: For the related reference manual, see
ED 273 747.

ED 273 747.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MPD1/PC03 Plus Postage.
Descriptors—"Adult Education, "Basic Skills, "Competency Based Education, "Computer Managed Instruction, "Individualized Instruction, Linking Agents, Postsecondary Education, Program Content, Remedial Instruction, "Training Methods
Identifiers—"Comprehensive Competencies Program

Methods
Identifiers—\*Comprehensive Competencies Program
The Comprehensive Competencies Program
(CCP) is intended for use in delivering individualized, competency-based instruction in such diverse settings as community-based organizations, schools, corrections facilities, and job training programs. The learning system covers academic competencies ranging from elementary reading and arithmetic through high school and introductory college-level acience, mathematics, humanities, social studies, and writing. It also addresses such functional competencies as job-getting and job-holding skills, consumer skills, citizenship, and health and community participation. CCP is based on a hierarchical framework of competency objectives organized into academic and functional components and includes 700 mastery tests to diagnose learner needs and track competency attainment. The program also features an information system that gathers all the information needed for individual education planning and tracking, management of instructional activities, and evaluation, as well as five compute: systems to automate test scoring, teaching, record keeping, reporting, managing, and computer networking. The CCP users network links practitioners through quarterly user bulletins, surveys, and updates. CCP has been used effectively in diverse institutions ranging from adult basic education institutions to settings that can be described as high-tech one-room school-houses. (Thirty-three tables describing the outcomes and effectively in diverse institutions ranging from adult basic education institutions to settings that can be described as high-tech one-room school-houses. (Thirty-three tables describing the outcomes and effectiveless of CCP are appended.)

(MN)

ED 275 870

ED 275 870

Anderson, Tony Jones, Neil

TAFE Carriculum Research: A Review of Group

Process Methods.

TAFE National Centre for Research and Development, Psycheham (Australia).

Report No.—18BN-0-86397-185-7

Pub Date.—86

Note—182p.; For a related document, see CF 045

Pub Date—36
Note—182p.; For a related document, see CE 045
471.
Available from—Neison Wadsworth, P.O. Box
4725, Melbourne, Victoria 3001, Australia.
Pub Type—Reports - Evaluative (142)
EDRS Pries - MF01/PC08 Plus Pestage.
Descriptors—Brainstorming, Critical Incidents
Method, Curriculum Development, "Curriculum
Research, Curriculum Development, "Curriculum
Research, Force Field Analysis, Foreign Countries,
"Group Dynamics, "Needs Assessment, Postsecondary Education, "Research Methodology,
Research Utilization, Secondary Education,
"Technical Education, Technological Advancement, Vocational Education
Identifiers—Australia, DACUM Process, Nominal
Group Technique
The issue of how to react quickly to the educational needs arising from technological change has

been deemed a central problem facing Technical and Purther Education (TAPE) in Australia. Therefore, a national study examined various curriculum research methods that hold promise for speeding up the curriculum research and development process. The first phase of the study consisted of a description and analysis of group process methods. The following methods were analyzed the Nominal Group Technique, the Developing a Curriculum Process (DACUM), the critical incident technique, Force Field Analysis, and brainstorming. It was concluded that the Search Conference, Delphi and exploratory methods, and, to a lesser extent, the Nominal Group Technique hold promise for providing data for adapting curriculum to occupational structural change. DACUM, while a promising method of obtaining data in the cognitive domasin, may need to be linked to other methods that are more sensitive to change when used as a curriculum research procedure on occupations undergoing structural change. The critical incident technique can be advantageous in curriculum research for other courses, and Force Field Analysis appears best suited for use as an adjunct to other group process methods. In addition to describing the research project and its findings, this report includes several chapters of practical guidelines on using and blending the various group process curriculum research methods. Appendixes include descriptions of some questionnairs methods used and a sample search conference, observational studies, and a DACUM chart. Four pages of references and figures and tables are included. (MN)

ED 275 871 CE 045 471

TAPE National Centre for Research Workshops in TAFE.

TAPE National Centre for Research and Development, Payneham (Australia).

Report No.—ISBN-0-86397-177-6

Pub Date—86

Note—114p.; For a related document, see CE 045 470.

Pub Date—86
Note—114p.; For a related document, see CE 045
470.
Available from—Nelson Wadsworth, P.O. Box
472.5, Melbourne, Victoria 3001, Australia.
Pub Type—Reports - Research (143)
EDRS Price - MF91/POL9 Plus Postage.
Descriptors—Critical Incidents Method, Curriculum Development, "Curriculum Research, Foreign Countries, Group Discussion, "Group Dynamics, "Leaders, Leadership Qualities, Leadership Sylves, Postsecondary Education, Research Methodology, Secondary Education, Technical Education, "Vocational Education, "Workshops Identifiers—Australia, DACUM Process, Nominal Group Technique
The processes entailed in facilitating or leading workshops or seminars for researching the curriculum in Technical and Purther Education (TAFE) were examined by using a modified Delphi process, which was followed by a 2-day workshop, Participants in the study were all experienced curriculum development specialists with knowledge of one or more of the following group process methods: Search Conference, Nominal Group Technique, Developing a Curriculum (DACUM) and its derivatives, and the Critical Incident Technique. The facilitator role was examined in terms of the value orientations (preferences) and social rules (guides for action) used by experienced TAFE facilitators/-group leaders. The facilitator/group leadership process was shown to require complex interpersonal akilla, including the ability to set clear directions in a nonauthoritarian manner, negotiate flexibly with group members, face and resolve conflicts, and motivate groups. A model of the general stages and sepathrough which curriculum research workshop progress and a guide to the selection of group process methods for curriculum research workshop progress and a guide to the selection of proup process methods for curriculum research workshop progress and a guide to the selection of group process methods for curriculum research workshop progress and a guide to the selection of group process methods for curriculum research workshop progress and a guide to the select

ED 275 872

Thompson, J.
Individualized Systems of Instruction in TAFE

Colleges.
TAFE National Centre for Research and Development, Psyneham (Australia).
Report No.—ISBN-0-86397-073-7

Pub Date—85
Note—68p.
Available from—Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria 3001, Australia. Pub Type—Information Analyses (970)
EDBS Price - MPBI-PCOS Plus Pestage.
Descriptors—Comparative Analysis, "Carriculum Development, "Educational Benefits, Feasibility Studies, Foreign Countries, "Individualized Instructional Systems, Literature Reviews, Military Training, Outcomes of Education, "Program Development, Program Effectiveness, Program Implementation, Secondary Education, Program Implementation, Secondary Education, Technical Education, "Vocational Education, Technical Education, "Vocational Education (Identifiers—Australia, Cooperative Learning, Personalized System of Instruction
This report is intended to assist curriculum developers, administrators, and teachers in the Technical and Further Education (TAFE) system in deciding if and when it is appropriate to introduce individualized systems of instruction in their programs. The first section explains what individualized instruction is and examines the reasons for the recent increased interest in this instructional method. The next section, which addresses the important variables found in the research literature, suggests that while there are no advantages to self-pacing over group-pacing per se, the individualized approach proup pacing per se, the individualized systems of Instruction) generally produces annal but significant improvements in student achievement at the secondary level. This approach also appears to produce favorable outcomes because of its use of small steps and requirement of mastery and provision of feed-back at every step in the learning process. Evidence supporting the increased benefits of cooperation compared to competition (conventional instruction) or individualistic efforts (individualized instruction) or individualized systems of instruction directions the have been or are being introduced in TAFE; instructional features and educational outcomes; important student, course, and individualized instruction variables in

CE 045 473 Sweet, Richard And Others
Education and Labour Force Trends 1986. A TAFE

Data Base. Centre for Research in Education and Work (Aus-

Deta Base.
Centre for Research in Education and Work (Australia).
Spons Agency—TAFE National Centre for Research and Development, Payneham (Australia).
Report No.—ISBN-0-86397-193-8
Pub Date.—Apr 86
Note.—121p.
Available from.—Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria 3001, Australia.
Pub Type.—Reports - Research (143) — Numerical/Quantitative Data (110)
EDBS Price - MP01/POIS Plus Postage.
Descriptors—Adult Education, Case Studies, Demography, "Educational Trends, "Employment Patterns, Employment Statistics, "Employment Patterns, Employment Statistics, "Employment Trends, Persales, Foreign Countries, Information Sources, "Labor Market, Males, Nonformal Education, Participation, Part Time Employment, Postaecondary Education, Tables (Data), Technical Education, "Unemployment, Postaecondary Education, Secondary Education, Tables (Data), Technical Education, "Unemployment, Postaecondary Education, Secondary Education, Tables (Data), Technical Education, "Unemployment, Postaecondary Education, Secondary Education, Tables (Data), Technical Education, "Unemployment, Postaecondary Education, Secondary Education, Tables (Data), Technical Education, "Unemployment, Postaecondary Education, Tables (Data), Technical Education and demographic trends in Australia and convert them to useful information for those who work in the areas of education and employment, It contains over 130 tables of data on education and labor market trends throughout Australia; a case study of participation in nonformal adult education by the Australian Bureau of Statistics; and an essay by R. Sweet entitled "Understanding Your Local Labour Market," which examines the availability of labor statistics vis a vis sources and degrees of detail. Mosit of the data presented are time series data from August 1978 to August 1985 that were originally obtained from the Australian Eureau of Statistics Labour Force Survey; most of the tables are broken down by state and have separate table sets for males and femiles, and additional

grouped according to the following topics: total persons in full- and part-time employment, age and the job market with respect to employment-to-population ratios and unemployment rates, employment in elected occupations and industries, school participation ratios, and Technical and Purther Education (TAPE) enrollments by stream of study. (MN)

selected occupations and industries, school participation ratios, and Technical and Purther Education (TAFE) enrollments by stream of study. (MN)

ED 275 874

CE 045 474

Harland, Cliff And Others

Toward Effective Training in Remote Areas. Report on the Review of Trade-Based Training in Aboriginal Communities.

TAFE National Centre for Research and Development, Payneham (Australia).

Report No.—15BN-0-86397-169-5

Pub Date—86

Note—184p.; The final appendix uses small print.

Available from—Nelson Wadsworth, P.O. Box 4723, Melbourns, Victoria 3001, Australia.

Pub Type—Reports - Research (143)

EDRS Price - MP01/POS Plus Postage.

Descriptors—8-Apprenticeships, Curriculum Development, Foreign Countries, Learning Modules, "Minority Groups, Pilot Projects, Postsecondary, Education, Program Development, Rural Area, "Rural Education, Systems Approach, "Trade and Industrial Education

Identifiers—"Aboriginal People, "Australia

Because none of the traditional programs that have been introduced to provide trade and skills training in remote Aboriginal communities indicated that Aborignal people generally shy away from traditional sprenticeship training System (MITS). Visits to remote Aboriginal communities indicated that Aborignal people generally shy away from traditional apprenticeship training system called the Modular Integrated Training System (MITS). Visits to remote Aboriginal communities indicated that Aborignal people generally shy away from traditional apprenticeship programs because of their reinctance to form close relationships with Europeans, difficulties. Pursuant to this examination, the MITS was designed to find ways of overcoming these difficulties Pursuant to this examination, the MITS was designed to find ways of overcoming these difficulties pursuant to this examination, the MITS was designed to find ways of overcoming these difficulties pursuant to this examination, the MITS was designed to find ways of overcoming these difficulties pursuant to this examination, the MITS was designed to find wa

and criteris for the Kural Communities and Associations Northern Territory Award.) (MN)

ED 275 875

Mokma. Arnold L. Ed. Barrick, Kirby, Ed.
Preparing Technicians for the Twenty-First Control of the Control of the Control of the Control of the Control of Conference (Columbus, Ohio, Agril 15-16, 1989).

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date—Apr 85

Note—489.

Pub Type—Collected Works—Proceedings (021)—Reports—Research (143)

EDRS Price—MPDI/PC02 Phs Postage.

Descriptors—Agribusiness, "Agricultural Education, Agricultural Occupations, Agricultural Occupations, Articulation (Education), Change Strategies, Educational Needs, "Futures of Society), Higher Education, Job Training, "Natural Resources, Postsecondary Education, Program Administration, Program Implementation, School Business Relationship, Teacher Education, Technological Advancement, Two Year Colleges, Vocational Education
This report contains summaries of various portions of a conference dealing with preparing technicians for various agricultural occupations as well as the texts of several papers presented at the conference. The keynote address, "Technology for the 21st Century" by John A. Conrads, is presented together with the following reaction panel papers: "Teacher Education," by Jasper S. Lee, "Technical College Administration," by John L. Light. Provided next is a brief summary of the conference's vided next is a brief summary of the conference's

technical sessions. The following technical session reports are included: "Articulating Technical Education: Four-Year College Perspective," by Bernard Erven; "Articulating Technical Education: Two-Year College Perspective," by Larry L. Statier; and "Articulating Technical Education: Industry Perspective," by Louis Hathaway. The major conference address, "Teaching Technicalsns for the 21st Century" by William B. Drake, is presented. Included next are the following three group discussion summaries: "Developing Action Plans: Technical College Faculty," by Linda Houston and Kirby Barrick; "Developing Action Plans: Technical College Educators," by George Waldheim and Lowell Hedges; and "Developing Action Plans: Teacher Educators," by Richard Welton and Barbara Malpiedi. A conference summary by J. David McCracken concludes the volume. (MN)

ED 275 876 ED 275 876

CE 045 47

Cook, Robert F. And Others

State Level Implementation of the Job Training
Partnership Act.

Westat Research, Inc., Rockville, Md.

Spons Agency—Employment and Training Admis
istration (DOL), Washington, D.C.

Pub Date—16 May 84

Contract—99-3-0384-75-104-01

Note—190p; For related documents, see CE 04
477-479.

Pub Type—Reports - Evaluative (142) CE 045 476

its, see CE 045

477-479.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Dislocated Workers, Economically
Disadvantaged, \*Employment Programs, Federal
Legislation, \*Federal Programs, \*Job Training,
\*Program Implementation, State Programs,
\*Statewide Planning, \*Youth Programs
Identifiers—Community Based Organizations, \*Job
Training Partnership Act 1982, Service Delivery
Areas.

Identifiers—Community Based Organizations, \*Job Training Partnership Act 1982, Service Delivery Areas
This report concentrates on the overall state organization of the Job Training Partnership Act (JTPA) and on the implementation of Title III A and III in the states as well as related implementation issues. The study is introduced in Chapter 1. Chapter 2 discusses the overall state organization of JTPA, addressing both formal and informal organization and differences in the state-level organization of TIT-des IIIA and III. It also addresses the role of key actors at the state level and early implementation decisions. Chapter 3 considers the implementation of Title IIIA. Specific topics discussed in detail include the designation of service delivery areas, eligibility and target groups, performance standards, use of the set-saides, and other implementation issues. Chapter 4 addresses the implementation of Title IIII in the states Highlighted topics are within-state allocation mechanisms, target populations, service mix and program operations, the buildup of Title III activities, and other implementation issues. Chapter 5 discusses the implementation of the Wagner-Peyser Amendments, the effects of the liability issue, and the likely role of committy-based organizations in JTPA. An appendix contains a copy of the report form used for this study. Several tables are included. (VLB)

included. (YLB)

ED 275 877

Cook, Robert F. And Others

Early Service Delivery Area Implementation of the Job Training Partnership Act.

Westat Research, Inc., Rockville, Md.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—15 Jun 84

Contract—99-3-0584-75-104-01

Note—164p.; For related documents, see CE 045
476-479.

Pub Type—Reports - Bvaluative (142)

EDRS Price - MF01/PCOT Plus Postage.

Descriptors—Dislocated Workers, "Economically Disadvantaged, "Employment Programs, Rederal Legislation, Pederal Programs, "Job Training, "Program Implementation, State Programs, "Youth Programs Identifiers—Job Training Partnership Act 1982, Private Industry Councils, "Service Delivery Areas

eas
A study investigated how 22 Service Delivery Areas (SDAs) were implementing the Job Training
Partnership Act (JTPA). In 19 SDAs the same orgaization was the grant recipient and administrative
entity. A number of arrangements existed between
the Private Industry Councils (PICs) and the SDAs.
The most common pattern was for the PIC to play
an advisory role. In most cases local elected officials

relied on professional employment and training office staff to serve their interests and did not take a
visible role in policy decision making for the SDA.
In about half of the SDAs, financial liability and
eligibility verification did not appear to be significant issues of discussion. Brotling youths was a
major implementation problem for many SDAs.
Overall, SDAs had shifted from developmental
strategies pursued under the Comprehensive Employment and Training Act to an emphasis on creating private-sector training slots. Half of the SDAs
indicated they expected to make changes in their
mix of Title IIA programs, the most frequent change
being use of on-the-job training. Only seven SDAs
had Title III projects; another nine had Title III
projects operating within their geographic boundaries. (YLB)

ED 275 878

Cook, Robert F. And Others

Transition Year Implementation of the Job Training Partnership Act.

Westat Research, Inc., Rockville, Md.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Jan 85

Contract—99-3-0584-75-104-01

Note—423p.; For related documents, see CE 04
476-479.

Pub Type—Reports - Evaluative (142) CE 045 478

nts. see CE 045

Contract—99-3-0584-75-104-01
Note—423p; For related documents, see CE 045
476-479.
Pub Type—Reports - Bvaluative (142)
EDRS Price - MF91/PC17 Plus Festage.
Descriptors—Decision Making, Dislocated Workers, Economically Disadvantaged, \*Employment Programs, Federal Legislation, \*Federal Programs, Federal Legislation, \*Federal Programs, Fob Training, \*Program Implementation, State Programs, \*Statewide Planning, Technical Assistance, Youth Programs
Identifiers—Employment Service, \*Job Training Partnership Act 1982, Private Industry Councils, \*Service Delivery Areas
This report covers a number of aspects of the implementation of the Job Training Partnership Act (JTPA). Chapter 1 is an introduction. Chapter 2 discusses state-level organization and decision making, involving such questions as relations among the parties, designations of the Service Delivery Areas
(SDAs), the state role in Title III, and Title IIA set-asides. Chapter 3 examines the nature of the state. It covers state regulation and technical assistance. Chapter 4 discusses the organization, major actors, and decision making within the SDAs. Chapter 10 its Conservation of the Spanization and technical assistance. Chapter 4 discusses the organization without a Chapter 19 is concerned with youth programs, including the programs and service mix under Title IIA and program outcomes. Chapter 8 is concerned with youth programs, Chapter 19 is conserved with youth programs, including the programs and service mix and use of tryout employment or exemplary programs. Chapter 9 discusses Title III—state organization and allocation decisions, SDA role, and service mix and effective mix and service mix and

ED 275 879

CB 045 479

Cook Robert F. And Others

Implementation of the Job Training Partnership
Act: Final Report.
Westat Research, Inc., Rockville, Md.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Pub Date—Nov 85

Contract—99-3-0584-75-104-01

Note—389p.; For related documents, see CB 045
476-478.
Pub Type—Reports - Research (143)
EDRS Price - MP01/PC16 Plus Postage.
Descriptors—Dialocated Workers, Boonomically
Disadvantaged, Employment Programs, Federal
Legislation, \*Federal Programs, \*Job Training,
\*Statewide Planning, \*Youth Programs
dentifiers—"Job Training Partnership Act 1982,
Service Delivery Areas
This volume reports findings of a field network
study of how the Job Training Partnership Act
(JTPA) was implemented in 20 states and 40 Service Delivery Areas
This volume reports findings of a field network
study of how the Job Training Partnership Act
(JTPA) was implemented in 20 states and 40 Service Delivery Areas (SDAs). Chapter 1 is an introduction. Chapter 2 describes the changing organizational and programmatic dimensions of
state-level JTPA activities. Variations in the roles
played by the actors are examined. Chapter 3 studies state-SDA relations. Focus of Chapter 4 is pri-

vate sector involvement in JTPA. Chapter 5 discusses the targeting and selection process. Chapter 6 examines the content of training received by participants in the JTPA Title IIA programs. Chapter 7 presents a summary and analysis of findings related to youth implementation issues. Chapter 8 forcuses on how the states and SDAs adapted performance standards to local conditions and on the measurement of actual SDA outcomes. Chapter 9 discusses the major features of state Title III programs: organizational arrangements and allocation strategies, sources of matching, state-level targeting, and service mix. Chapter 10 covers other Title III issues, including build-up, expenditure rates, Secretary's discretionary projects, performance standards, monitoring, and the Management Information Systems. Forms are appended. (YLB)

ED 275 880 CE 045 482

Information Systems. Forms are appended. (YLB)
ED 275 880
CE 045 482
Deenk, Lester G.
De We Really Need Performance Objectives?
Pub Dats—Dec 36
Note—19p.; Paper presented at the Annual Conference of the American Vocational Association (Dullas, TX, December 1986).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptora—Behavioral Objectives, "Competency Based Education, "Curriculum Development, Educational History, Secondary Education, "Trade and Industrial Education
Trade and industrial Education (T&I) has been using performance-based instructional systems long before competency-based education (CBE) emerged as a creative innovation in other subject areas. Allen devised the forerunner of the present CBE system in 1917 by carefully plotting competencies and delineating job analyses from these, and Fryklund's work around 1946 helped lay the foundation for compiling and teaching from sequentially ordered task lists. After examining the standard cumulative series of T&I job sheets in terms of the three essential components of the contemporary performance objective (condition, performance, and standard), one realizes that what is known today as the performance objective (condition, performance, and standard), one realizes that what is known today as the performance objective (condition, performance, and standard), one realizes that what is known today as the performance objective has by and large been addressed quite adequately in T&I over the years. This leads one to wonder why so many state departments of education and local administrators have required T&I teachers to spend endless hours rewriting existing curricula to include formal performance objectives. Not only does using a sequentially ordered competency list with a matched series of job sheets that include all the elements of the performance objective eliminate needless paperwork, but it also results in the following benefits; procedural steps would be available for the student, asfety precedural steps

ED 275 881 CE 045 484

ED 273 801

Oliver, Leonard P.

The Third World Is a Different World.

Pub Date—28 Aug 86

Note—31p; Paper preented at the National Adult Education Conference (Hollywood, FL, October 1086).

Pub Type— Opinion Papers (120) — Speeches/

1946).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF91/PCU2 Plus Pestage.
Descriptors—"Adult Education, Adult Programa,
"Citizenship Education, Comparative Analysis,
Developed Nations, "Developing Nations, "Economic Development, Foreign Countries, Nonformal Education, Participation, "Peace,
Postsecondary Education, Program Development, "School Role, Social Action
Identifiers—Freire (Paulo)
The Third World Assembly of Adult Education
held in Buenos Aires, Argentins, November 24-30,
1985, brought 450 adult educators from 90
countries together to discuss the theme adult education, development, and peace. The week-long conference mixed morning general sessions with 17
intensive work groups. The first work group
searched for common national themes in adult civic
education, and the second general session brought
together representatives from civic education programs in various countries throughout the world.
The practices and problems of popular education in
the Third World were explored with particular emphasis on Latin America and Freire's views on so-

cial action through adult education. Distinctions were drawn between formal, nonformal, and informal adult civic education. Next, participants from developed nations explained their national programs for adult civil education. Popular participation was determined to be the essential ingredient in the development of adult civic education. According to the five guiding principles for adult civic education that were developed at the end of the conference, adult civic (popular) education should (1) be integrated with existing popular movements, (2) enable citizens to develop their capacities for political participation on an informed basis, and (3) enhance the interrelistionship between teaching and practice (participation and action); furthermore, (4) adult (popular) educators should be personally neutral, and (5) the social, political, economic, and cultural distinctions in national approaches to adult civic education should be recognized. (MN)

ED 275 882

Larkin, Alan Phillips, Keith
Teaching Mathematical Trade Topics for Conceptual Understanding,
TAFE National Centre for Research and Development, Payneham (Australia),
Report No.—ISBN-0-86397-249-7
Pub Date—86
Note—766

ment, Payneham (Australia).

Report No.—ISBN-0-86397-249-7

Pub Date—86

Note—76p.

Available from—Nelson Wadsworth, P.O. Box

4723, Melbourne, Victoria, 3001 Australia.

Pub Type—Reports - Research (143) — Guides—
Classroom - Teacher (052)

EDRS Price - MF91/F004 Plus Postage.

Descriptors—Classroom Techniques, "Concept

Formation, "Concept Teaching, Electrical Occupations, Foundries, "Mathematics Skills, Roofing,

Teaching Methods, "Technical Mathematics,

"Trade and Industrial Education

This book is intended to assist trade and industrial education teachers in teaching mathematical trade topics in a way that will increase students' conceptual understanding of them. The first chapter provides an overview of the book's contents and methods to increase students' conceptual understanding of the material at hand mathematical methods to the recrease students' conceptual understanding of the material at hand mathematical methods (the mathematical and conceptual approaches); the topic plan (learning; identifying facts, skills, strategies, and concept; sung prior knowledge; choosing an example, and lesson planning); teaching the facts and skills, teaching the strategies, and concept; sung prior knowledge; choosing an example, and lesson planning); teaching the facts and skills, teaching the strategies, and concept; sungerealization, representation, and reinforcement of a concept; surplication, and recording procedures. Chapters 7 through 9 contain examples specific to the teaching of roofing, electrical, and foundry applications. Bach of these chapters contains sections addressing some or all of the following; context; analysis of the task; modeling, solving, and interpreting techniques; analysis of the mathematics; lesson planning procedures; review; facts and skills; concepts; and strategies. A resource wedge that groups resource types in a hierarchy based on their degree of concreteness or abstraction is appended. (MN)

ED 275 883 CE 045 489

ELD 275 883

Blackburn, Donald J.

Opportunities and Challenges of Linkages with Internal and External Extension Stakehold-ern-The Canadian Experience.

Pub Date—27 p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Hollywood, FL, October 22, 1986).

Pub Type.—Basesier, December 2018

Pub Type.

Pub Type.—Base

Continuing Education (Hollywood, FL, October 22, 1946).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Historical Materials (060)

EDRS Price - MF91/PC02 Plus Postage.
Descriptors—"Adult Education, "Agricultural Education, Coordination, Educational Cooperation, "Educational History, Educational Trends, "Extension Education, Foreign Countries, Futures (of Society), Information Needs, "Linking Agents, Postsecondary Education, Program Development, "Program Improvement Identifiers—"Canads Although the formal extension work in Canada has been patterned after the United States Cooperative Extension Service to a considerable degree, there are some important differences between the

extension education systems in the two countries. The public, private, and voluntary sectors all play significant roles in Canada's extension and technology transfer systems. Canada's public extension systems generally have less direct federal involvement nationwide. Not only does private sector spending on extension programs in Canada exceed government spending, but it is also increasing. If one considers the fine line between information and advertisting, private sector spending to disseminate information on agriculture may be even more extensive than current data indicate. Notwithstanding the generally positive view and high regard expressed by farmers for existing Canadian extension education systems, there seem to be a number of needs and opportunities for enhancing these systems. Research and extension linkages should be enhanced, agency roles should be redefined and clarified, and coordination within and between sectors should be increased. Efforts must also be made to reduce uncertainties about the role of extension agents and to reduce the information overload that exists in many areas of agricultural extension education. Other areas in which efforts and funding must be expanded include process research and programs to upgrade professional competency. (MN)

ED 275 894

Adult Basic Education Programs in the Commonwealth of Pennsylvania. Evaluation Report: Piscal Year 1985-86.

Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic Education.

Pub Date—Nov 86

Note—116p.; For the previous report, see ED 267
280.

Pub Type—Reports. Evaluative (142)

290.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors—"Adult Basic Education, Advisory
Committees, Delivery Systems, Demography,
"Earollment, "Program Content, "Program Efectivenes, School Holding Power, "Statewide
Planning, "Student Characteristics, Student Recruitment, Teacher Characteristics, Teacher Education."

raining. "Succest Characteristics, Teacher Education
Identifiers—310 Project, "Pennsylvania
In the 1985-86 academic year, progress was made
in increasing the availability of adult hasic education
(ABE) programs throughout Pennsylvania and in
reducing both the overall rate of premature program
separation and the rate of enrollees who dropped
out of the program before meeting their personal
objective. Demographic characteristics of the
25,531 students who were enrolled in ABE during
the year under examination were similar to those of
students in previous years. The student population
continued to be young, single, and nearly evenly
divided with respect to sex. The most frequent reason for program participation cited was to obtain a
diploma, and friends and relatives were students'
most frequent source of information about ABE
program offerings. Although there was a 1.0 percent
decrease from 1984-85, the student-to-staff ratio remained 12 to 1 in 1985-86. In paid positions, female
staff barely outnumbered male staff; however, females comprised over three-fourths of ABE volunteers. Significant efforts to cooperate with other
agencies, increase student enrollments, and offer
programming to meet the needs of various special
target groups were also evident for the year under
study. (Appendixes include the survey instruments
used to gather data, the statistical section of the
1985-86 Federal Adult Education Annual Performance and Evaluation Report, a 1985-86 county-by-county summary of ABE programs in
Pennsylvania, and a report on 1985-86 Section
310-funded projects. Twenty-one tables and seven
figures are also included.) (MN)

ED 275 885 CE 045 494

ED 275 885

Roth, Gene L. Ed.
Trade and Industrial Education Research Committee. Proceedings of the Carrowsel Session, American Vocational Association (Dallas, Texas, December 8, 1986).
American Vocational Association, Alexandria, VA. Trade and Industrial Education Div.
Pub Date—8 Dec 36
Note—43p.
Pub Type—Collected Works - Proceedings (021)—Reports - Research (143)
EDRS Price - MF91/PCU2 Plus Postage.
Descriptors—"Career Choice, "Computer Assisted Instruction, Demography, Faculty Mobility, Higher Education, Job Satisfaction, Labor Turnover, Manufacturing, Microcomputers, Post-

secondary Education, "Retraining, Robotics, Secondary Education, Self Concept, Teacher Attitudes, "Teacher Characteristics, Technological Advancement, 'Trade and Industrial Education, "Trade and Industrial Education, "Trade and Industrial Education, "Trade and Industrial Teachers These proceedings contain the tests of five research reports that were presented at a conference dealing with trade and industrial education. The foliowing papers are included: "A Survey of Teacher Attitudes and Beliefs Related to the Use of Microcomputers in Vocational Education," by Steve Chi-Yin Yuen; "Retraining for Robotics and Other Forms of High Technology Manufacturing," by Robert E. Newton; "Age, Salary, and Related Demographics for University Faculty in Trade and Industrial Education," by Thomas L. Erekson; "Relationships among Esteem, Autonomy, Job Satisfaction, and the Intention to Quit Teaching of Experienced Industrial Education Teachers," by Michael D. Wright and Robert M. Tomlinson; and "Tal. Teachers: Factors Influencing Their Decision to Teach," by Robert C. Harris and John R. Wittkamper. (MN)

ED 275 886 CE 045 496

ED 275 886

CE 045 496

Wysong, H. Eugene
Breaking the Chain of Stereotyping, Building
Student Awareness of the Effects of Sex-Role
Stereotyping (Grades 7-12).
Ohio State Dept. of Education, Columbus. Div. of
Vocational and Career Education.
Pub Date—[86]
Note—38p.; Photographs may not reproduce well.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MP611/P012 Plus Postage.
Descriptors—"Career Choice, "Career Education,
Decision Making, Employment, "Nontraditional
Occupations, Peer Influence, Secondary Education, "Self Concept, Sex Bias, Sex Pairness, "Sex
Role, "Sex Stereotypes, Student Attitudes
The five units for grades 7 through 12 contained
in this booklet are intended to assist students in
developing awareness of sex-role stereotyping barriers that they might erect and that could affect them
and others as they make career-related decisiona.
All units are designed for groups composed of males
and females. Each unit has these components: comments to instructor (purpose of unit), student objectives, a listing of required resources and materials,
brief descriptions of instructional activities, and a
standard unit evaluation form. Unit topics include
stereotyping, peer pressure and decision making,
expected levels of and reasons for employment, influence of experiences and expectations on future
career choices, and people in nontraditional occupations. Appendixes include student resources and
materials necessary to complete the units and results of field testing surveys. Six 8 x 10.5 inch black
and white loose photographs of unidentified people
employed in specific occupations for use in Unit I
are also included. (YLB)

ED 275 887

Raylor, Michele
Granting Academic Credit for Vocational Education. Overriew. ERIC Dignet No. 57.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-84-0011
Note—3p.; Small print may affect legibility of document.

Note—3p.; Small print may affect legibility of document.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Education, Articulation (Education), Associate Degrees, \*Basic Skills, Cooperative Planning, Cooperative Programs, \*Credits, \*Fused Curriculum, \*Graduation Requirements, Postsecondary Education, Secondary Education, Statewide Planning, \*Student Certification, Team Teaching, Two Year Colleges, \*Vocational Education
Identifiers—ERIC Digests, Great Oaks Joint Voca-

cational Education
Identifiers—ERIC Digests, Great Oaks Joint Vocational School District OH, New York, Virginia
As more states increase the number of credits required for high school graduation, progressively less time is being left for vocational education. To address this problem, many school districts and states are beginning to formulate policies for granting academic credit for basic skills training provided in vocational classrooms. As of 1985, Il states had a policy of allowing vocational credit to be counted in

lieu of science or mathematics, and 16 states gave local achool districts jurisdiction over course credit approval. Only three states had policies prohibiting credit allowance for occupational/technical subjects as a substitute for math, science, or other required subjects. Under the New York State Regents Action Plan, state-developed vocational sylabi may be used for credit courses in occupationally related math and science. Virginia's 20-credit hour diploma provides an option whereby completion of a 300-hour instructional sequence in most vocational specialties counts as fulfillment of the state's requirement that high school graduates complete two years of science and two of math. The Great Oaks Joint Vocational District in Cincinnati, Ohio, offers five vocational programs in which vocational and academic subject matter specialists coordinate basic skills and vocational instruction in 3-hour instructional blocks. The 2 + 2 Tech-Prep Associate Degree Program provides for a closely coordinated course of technical study during the last two years of high school and first two years of college. (MN)

ED 275 888 CE 045 498

ED 275 888

Inel. Susm
Correctional Education: Selected Aspects. Overview. ERIC Digast No. 58.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Dato—86

Contract—400-84-0011

Note—3p.; Small print may affect legibility of document.

Pub Date—se Contract—400-84-0011
Note—3p.; Small print may affect legibility of document.
Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Reports—Research (143)
EDRS Price—MPDI/PCB1 Plus Postage.
Descriptors—Adult Programs, \*Correctional Education, \*Disabilities, Educational Needs, Educational Opportunities, \*Equal Education, \*Program Administration, Program School Role, Special Education, Program Administration, Programs, School Role, Special Education, Statewide Planning, \*Vocational Education, Statewide Planning, \*Vocational Education Statewide Planning, \*Vocational Education Statewide Planning, \*Vocational Education Identifiers—ERIC Digests
Correctional education is a generic term describing a wide range of educational activities that take place in institutional and community settings. In 1986, 37 states and the District of Columbis provided correctional education to incarcerated adults directly through state departments of correctional institutional delivery of correctional education, several states have created alternative administrative structures to address problems associated with traditional delivery of correctional education with a state appropriate to the state agencies, adequately trained staff, and coordination with other educational institutions. During the past 15 years, extensive litigation in the U.S. correctional system has affected correctional education. This is particularly true in the areas of immates' rights to education and parity for female offenders. Although it is a new area, a program combining special educational with appropriate transitional and affercare services in the context of complex multiagency planning and service delivery gives evidence of substantially reducing habitual patterns of criminal behavior. Because it teaches skills that immates can use to gain employment after release, vocational education is also important in reducing recidity imm. Another new and promising area of service delivery is that of postsecondary correctional education. (MN)

ED 275 889 CE 045 499

ED 275 889

CE 045 499

Kerka, Sandra

Deterrents to Participation in Adult Education.

Overview. ERIC Digest No. 59.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—400-84-0011

Note—3p., Small print may affect legibility of document.

Pub Type.—Reports - Research (143) — Multilin-

Pub Type— Reports - Research (143) — Multilingual/Bilingual Materials (171)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Access to Education, "Adult Educa-tion, Change Strategies, Educationally Disadvan-taged, Fennales, "Individual Needs, "Marketing, Models, Older Adults, "Participant Characteris-tics, "Participation, Postsecondary Education, Reentry Students, Research Design, Rural Aress, Rural Education Identifiers—ERIC Digesta, "Special Needs Stu-

Rural Education
Identifiers—ERIC Digests, "Special Needs Students
Changing socioeconomic, cultural, and demographic forces have caused educational nonparticipation among adults to be treated as a social issue. Recent research has attempted to combine dispositional, situational, and environmental factors into composite models of participation. These models have suggested the following categories of deterrence factors: individual, family, or home-related problems; cost concerns; questionable available educational opportunities, negative perceptions of the value of education in general, lack of motivation and/or self-confidence, a general tendency toward monaffiliation, and incompatibilities of time and/or place. These deterrents can be addressed by providing educational opportunities with low levels of risk or threat, administrative accommodation (such as alternative scheduling or extended hours for counseling), and effective communication of timely and appropriate information about educational opportunities targeted to the needs and concerns of various special needs audiences. Traditional marketing concepts can also be used to reach hard-to-reach learners. These include (1) a market analysis assessing market segmentation, clientele, and competition and (2) a program orchestration effort establishing an appropriate marketing mix of price, product, place, promotion, and partners. (This digest includes specific strategies for addressing the special needs of reentry women, elderly individuals, educationally disadvantaged persons, and rurai adults.)

Reed, David

The Return on Investment from Indiana's Training
Programs Panded through the Job Training
Partnership Act.
Indiana State Office of Occupational Development,
Indianapolis.

Partnership Act.
Indiana State Office of Occupational Development, Indianapolis.
Pub Date—31 Oct 86
Note—359.
Pub Type—Reports - Research (143)
EDBS Price - MPBL/PO22 Plus Postage.
Descriptors—Adults, Blacks, Career Education, Comparative Analysis, "Employment Programs, Females, "Income, "Job Training, Males, Programs Effectiveness, State Programs Legislation, "Federal Programs, Females, "Income, "Job Training, Males, Programs Effectiveness, State Programs
Identifiers—"Impact, Impact Studies, Indiana, "Job Training Partnership Act 1982
A study was conducted to determine the net impact of Job Training Partnership Act 1974
A measure of net impact expresses only those gains due to training and not those due to other reasons.) Job Service applicants were chasen as a comparison group whose recent labor market experiences would parallel those of JTPA participants. All results were positive. For men who participated in JTPA in 1983-34, the estimated effect of training was an additional \$1,400 earned in 1985. A separate estimate of the impact on earnings was made for recipients of Aid to Families with Dependent Children (AFDC). For them, the effect was an additional \$1,200 in 1985 earnings. Because their initial earnings were so low, this amounted to approximately 100 percent of 1979 income. The reduction in AFDC grant amounts stributable to training was another measure of impact used. Twelve months after enrollment, AFDC recipients who participated in training were 86 percent more likely not to be receiving assistance than were their counterparts who did not participate. (YLB)

ED 275 891 CE 045 502 ED 275 891 CE 045 502
Berggren, Frederick W.
Revising and Updating the Natural Resources and
Aquacalture Components of the Connecticut Veccational Agriculture Curriculum.
Connecticut Univ., Storra. School of Education.
Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and
Adult Education.
Pub Date—Jun 86
Note—467p.; Pages 29 and 42-290 are printed on

colored paper.

Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MPDI/PC19 Pius Postaga.

Descriptora - Vagricultural Education, Behavioral
Objectives, Conservation (Environment), Course
Content, 'Forestry, Learning Activities, 'Maritime Education, "Natural Resources, Publicity,
Safety, Secondary Education, State Curriculum
Guides, "Vocational Education, "Water Identifiers—"Aquaculture
Materials, including curriculum units, are provided for the natural resources and aquaculture components of the vocational agriculture curriculum. Aquaculture is a new component, added because of increased recognition of the opportunities offered by Connecticut's rich shoreline resources. A trochure and flyer on the aquaculture program follow a promotion packet containing the basic materials needed to "pitch" the program to the news media. Sample letters and media presentations are included. The curriculum for both components consists of these units: 3 exploratory and 13 specialized aquaculture units. Exploratory and 13 specialized appropriate for grades 9 and 10; specialized units are designed for grades 11 and 12. Each unit has these components: unit title, length (time), when taught (grade and semester), student objectives, related job titles and relevant competencies, content outline, teacher and student activities, evaluation recommendations, a listing of resources, bibliography, and media list. Representative natural resources topics include conservation; forestry; wildlife management, products, protection, soils, surveying and land measurement; game bird propagation; recreation; and timber management. Representative aquaculture topics are boat handling, first sid, pipe fitting, rope splicing, knot tying, cranberry culture, fish culture, metals and welding, tides and currents, aquaculture business management, boat repair and maintenance, boat building, saltwater flabi

ED 275 892 CE 045 504

Totchkiz, Lawrence
School Labor Market Outcomes and

Schooling.
Pub Date—84
Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

ing of the American Educational Research Association (67th, San Francisco, CA, April 16-20,
1986).
Ful Type—Reports - Research (143) — Speeches/Moeting Papers (150)
EDRS Prics - MF01/PC02 Plus Postage.
Descriptors—Ancillary School Services, "Behavior
Problems, Career Education, Counselor Attitudes, Educational Research, "Education Work
Relationship, "Employment Experience, Employment Patterns, "Fligh School Orradustes, "Labor Market, "Outcomes of Education, "Student
Attitudes, Teacher Attitudes, Unemployment,
Work Attitudes, Youth
The effects of four types of variables on employment experience in the period immediately after
lesving high school were examined. These four
types of variables were deviance in high school, respondent attitudes measured during the senior year
in high school, school services, and school staff attitudes on employment experience in the immediate
time periods after leaving high school. Data from
the High School and Beyond (HSB) survey and a
supplemental survey of school staff from HSB
schools were used in the snalyses. Findings indicated deviance during high school ad small or nonexistent effects on employment experience just after
leaving high school. Attitudes had stronger effects
than deviance. Internal locus of control and strong
family values led to favorable labor market outcomes. Positive self-esteem hindered labor market
success. Work values had almost no effects. These
results suggested that employer emphasis on good
attitudes and hard work is misplaced. The investigation of school variables did not uncover any exceptionally strong effects. Strongest effects were for job
information; counseling services did not show a
consistent pattern of helping youth in the
school-two work transition. Staff emphasis on the importance of job skills and basic skills increased unemployment. A 35-item reference list and four data
tables are appended. (YLB)

ED 275 893 rrin, Donald A. CE 045 505

The Uniqueness of Home Economics and Its Conversation with Itself. A Rasponse to Papers by Patricia J. Thompson, Francine H. Haltgren, Maureon E. Kelly, and Linda B. Peterat.
Pub Date—18 Apr 86
Note—29p; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

ing of the American Educational Research Association (67th, San Prancisco, CA, April 16-20,
1986).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Educational Research, "Ferninism,
"Home Economics, "Interdisciplinary Approach,
Postsecondary Education, Secondary Education,
"Womens Education, "Womens Studies
Recent discussions have questioned the ongoing
contributions of home economics to conversations are
complicated by factors suggesting home economics
is a discipline that talks primarily to itself but sees
itself having a unique view of the world that takes
women's world of experience as its starting point.
Many other women, particularly feminists, disagree.
This disagreement is due to different perspectives
concerning the uniqueness of home economics's
view, limited accessibility of its relevant scholarship, and the failure of home economics and feminism to have seen and articulated an alternative
work view based upon women's experience. Underneath both areas is a fundamental dependence on an
ontology of self versus other. An alternative ontology is suggested that assumes the interconnection of
self with other. A different view of the world is
constructed that locates the study and conceptualization of the home and family in a context that
takes women's ongoing carring responsibilities as its
organizing principle. In this context of embedded
and interconnected relationships between the family, the home, and the workplace, living is typified
by interruption, discontinuity, lack of completion,
and a constant juggling of attention to other individust. This unique view is not a part of current educational conversations but should be. An appendix
lists 26 resources that offer areas for further conversation with home economists. (YLB)

ED 275 894

CE 045 506

Erekson, Thomas L. Lundy, Lyndall L.

Supply/Demand for Industrial Education University Faculty Based on Retirement Projections:
Implications for Industrial Teacher Education,
Research and Leadership Development.

Pub Date—17 Apr 86

Note—12p; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age, \*College Faculty, \*Doctoral
Programs, \*Early Retirement, Educational Research, Employment Patterns, \*Employment Projections, Graduate Students, Higher Education,
\*Industrial Education, Retirement, Teacher Employment, Teacher Shortage, \*Teacher Supply
and Demand, Teaching (Occupation), Universities

and Demand, Teaching (Occupation), Universities
The supply and demand were projected for university teaching positions in departments listed in the "Industrial Teacher Education Directory" based upon age distribution, retirement projections, and number of doctoral graduates. Data were collected through a mail survey to department heads/chairs. The specific age distribution of industrial education faculty indicated the profession is growing older with one-fifth of the faculty 55 years old or older. Early retirement options had already had an impact on faculty over 55. Not quite two-thirds of the respondents indicated that their institutions had an early retirement option. Department heads of the respondents indicated that their institutions had an early retirement option. Department heads consistent of 268 new positions and a loss of 92 positions. Findings suggested it had been relatively difficult for department heads to hier replacement faculty. Of those indicating an area, 44.8 percent indicated that electronics-related specialties were the most difficult to fill. There were 357 doctoral students pursuing a program in an area related to industrial education. Data indicated that there will be supply/demand problems in attempting to fill university faculty positions in industrial education university faculty positions in industrial education with individuals who hold the doctorate. Approximately 1.2 vacancies per doctoral student in the mext five years were projected. (YLB)

ED 275 895

Werner, Gabriele A.
Recent Developments of Vocational and Professional Continuing Education in West Germany:
Trends and Prospects.
Pub Date—25 Oct 36
Note—18p.; Paper presented at the National Adult
Education Conference (Hollywood, FL, October
25, 1026.

Note—18p.; Paper presented at the National Adult Education Conference (Hollywood, FL, October 25, 1986). Pub Type—Specches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF61/PC01 Pins Postage.

Descriptors—"Adult Vocational Education, "Continuing Education, Developed Nations, Employment Problems, Employment Programs, Foreign Countries, "Retraining, "Student Financial Aid, "Unemployment Identifiers—"West Germany
German primary vocational training is characterized by the Dual System, a system of alternating education with two major partners—busioses and special vocational education. It coordinates and integrates both theoretical and practical training, Students who complete compulsory education at age 15 may choose this vocational alternating training instead of high school and university. Adult education represents vocational "continuing" education, since its main purpose is to adjust, update, and broaden the individual's already existing qualifications. The various institutions providing adult vocational education in Germany are business and industry, chambers of trade and commerce, trade unions, institutions for further education run by the employers' regional and state associations, private scademies and schools, and Volkshochschulen (adult education centers). The Arbeitsfoorderungasesetr, a law passed in 1969, is intended to provide financial support for courses in vocational training both for participants and institutions, especially for the unemployed. The courses and projects must meet certain conditions and participants unst fulfil certain requirements to receive financial support from the state. Participants and institutions, especially for the unemployed. The courses and projects must meet certain conditions and participants must fulfil certain requirements to receive financial support from the state. Participants and memory of the unemploy

ED 275 896 CE 045 508

constant employment. (YLB)

ED 275 896

CE 045 508

Luft. Vernon D.

Leadership Ability of Young Rural Adults in North

Dakota. Report No. 1.

North Dakota State Univ., Fargo. Dept. of Agricultural Education.

Pub Date—Sep 86

Note—66p.; Tables 2 through 9 contain small print.

Pub Type—Reports - Research (143) — Testa/

Questionnaires (160)

EDRS Price - MP01/PC03 Plus Postage.

Descriptors—Adult Education, "Individual Characteristics, "Leadership, "Rural Areas, "Rural Population, "Self Evaluation (Individuals), State Surveys, "Young Adults Identifiers—"North Dakota

The perceived leadership abilities of young adults residing in rural areas of North Dakota were sasesed. Data were collected by use of a mail questionnaire sent to 578 young adults aged 18 to 40 residing in cities with a population of fewer than 2,500 and in those areas outside of towns and cities. About three-fourths of the respondents were between the ages of 20 and 35, alightly over one-half were female, and approximately two-thirds were married. Almost all had completed at least a high school education, two-thirds had completed some education beyond high school, and about one-fourth had completed a college degree. They perceived their leadership abilities as quite good. Leadership askills in the categories of general leadership and work-related leadership were perceived to be better than those in the categories of general leadership abilities were: marital status, children living at home, location where raised, living on a farm and aspeaking skills. The perceived leadership abilities were: marital status, children living at home, location where raised, living on a farm, and age. The amount of school completed made more difference in their perceived leadership abilities were: marital status, children living at homical Data is arrayed in nine tables. (The study instrument is appended.) (YLB)

ED 275 897

Priebe, Donald And Others

A Handbook for Student Teachers and Supervising
Teachers in Vocational Agriculture.
North Dakota State Univ., Fargo. Dept. of Agricultural Education.

tural Education.
Pub Date—Jun 86
Note—61p.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Agricultural Education, Guides,
"Preservice Teacher Education, Program Development, "Program Implementation, Student Teachers, Student Teachers, Student Teachers, Student Teachers, This handbook is intended for use as a general guide by student teachers and supervising teachers in planning student teaching experience, defines selected terms, and lists objectives specific to student teaching, Sections I sist eriteria for selection of student teaching, Sections C, D, and E list responsibilities of the Department of Agricultural Education and teacher ducators, supervisory teachers, and student teachers. To assist supervising teachers, a checklist of activities to be carried out with student teachers is provided. Sections F and Giscuss reports to be completed by student teacher and supervising teachers. Copies of all necessary forms are provided. A selected bibliography is appended. (VLB)

ED 275 898

CE 045 517

CE 045 517

ED 275 898 Home-Based Business Resources.

Alaska State Dept. of Education, Juneau. Div. of
Adult and Vocational Education.

Adult and Vocational Education, Juneau. Div. of Adult and Vocational Education. Pub Date—86 Note—200p.; Portions contain small print. Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF91/PC08 Plus Postage. Descriptors—Behavioral Objectives, Business Administration, "Business Education, "Business Skills, "Competence, Competency Based Education, Recurrence and Postage Skills, "Competence, Competency Based Education, Facility Planning, Learning Activities, Money Management, Postsecondary Education, Record-keeping, Secondary Education, Vocational Education Identifiers—"Home Based Employment

Management, Postsecondary Education, According Reeping, Secondary Education, Vocational Education Identifiers—"Home Based Employment

This handbook is intended for teachers in Alaksa who are developing and/or operating home-based business programs. The curriculum included in the guide can be used to set up a school-based business to provide students with actual experience in the business. The curriculum also serves as a basic course of study for small business and entrepreneurship programs. The handbook includes instructional materials and information to be used to teach selected competencies for which materials are not readily available to teachers. It also includes resources for ordering additional materials. The handbook is divided into 13 program goals addressing the following topics: personal traits and self-assessment, potential kinds of home businesses, business structures, regulations governing home-based businesses, obtaining funds, business records, insurance, purchasing, marketing, financial management and planning including space planning, computer programs for recordkeeping for home-based businesses, and keeping current. Each of these areas contains a list of competencies to be attained by students, information sheets, learning activities, and reprints. (KC)

tion sheets, learning activities, and reprints. (KC)

ED 275 899 CE 045 518

Business Education Resources.
Alaska State Dept. of Education, Juneau. Div. of
Adult and Vocational Education.
Pub Date—86
Note—216p.; For a related curriculum guide, see
ED 266 251.
Pub Type—Guides - Classroom - Teacher (052)
EDBS Price - MP01/PC® Plus Postage.
Descriptors—Accounting, Behavioral Objectives,
Bookkeeping, \*Business Communication, Business Correspondence, \*Business Education,
\*Business Skills, Clerical Occupations, Computer
Oriented Programs, \*Data Processing, Educational Resources, Human Relations, Learning Activities, Lesson Plans, Microcomputers, \*Office
Occupations Education, Secondary Education,
Secretaries, Telephone Usage Instruction
This guide contains instructional materials to aid

business education teachers in teaching business skills in Alaska secondary schools. The materials include five units covering the following topics: human relations as a separate unit and as integrated into other daily activities such as planning and organizing work activities and grooming, communications (telephone, letters, resources and references), data processing (backing up files, computer terms and definitions), bookkeeping/accounting (computers in small businesses), and secretarial (making travel arrangements). Each unit contains a unit objective, specific objectives, notes to the incommittee information sheets, activity sheets, answers to activity sheets, unit test with answers, and resources and references. (KC)

CE 045 519 ED 275 900

ED 275 900

Industrial Education Curriculum. Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.
Pub Date—8

Note—172p.
Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MP01/PC07 Plus Postage.
Descriptors—Competence, "Competency Based Education, "Course Content, Curriculum Development, Educational Resources, Program Development, Educational Resources, Trade and Industrial Education, Vocational Education, Trade and Industrial Education, Vocational Education, Vocational Educations.

"Trade and Industrial Education, Vocational Education
This handbook contains a competency-based curriculum for teaching industrial education in Alaska. Competencies are listed for the following areas: employability, auto maintenance, building maintenance, commercial fish ½, communications, construction, drafting, electronics, energy and power, forestry and logging, graphics, high technological impacts, transportation, wring and phumboning, and woodworking. The handbook is organized in seven sections. Section 1 presents an introduction to competency-based curriculum, while Section 2 provides assistance in the program development of industrial education course content. Section 3, the core of the curriculum provides the competencies and tasks for industrial education. Section 4 contains course descriptions to assist achool districts in developing their vocational programs. Section 5 contains the curriculum analysis matrix to be used in determining competencies to be included in specific industrial education courses. Section 6 contains a sample skills card to be used in evaluating competency completion by students. Section 7 lists information on resources and materials available in Alaska and throughout the country. (KC)

CE 045 520

ED 275 901

Marketing Education Carricalum.

Alaska State Dept. of Education, Juneau. Div. of
Adult and Vocational Education.

Pub Date—86

Note—1229.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MP9L/PCDS Plus Postage.

Descriptors—Advertising, Business Communication, Competence, \*Competency Based Education, Course Content, \*Curriculum Development, Educational Resources, \*Marketing, \*Merchandising, Program Development, Secondary Education, State Curriculum Guides, Student Evaluation, Teaching Methods, Vocational Education

Secondary Education, State Curriculum Guides, Student Evaluation, Teaching Methods, Vocational Education
This handbook contains a competency-based curriculum for teaching marketing education in Alaska. The handbook is organized in seven sections. Section 1 introduces the competency-based curriculum, while Section 2 provides the scope and sequence and hierarchy of marketing education competencies. Section 3, the core of the curriculum, includes the competencies and saks for marketing education. Its three parts cover basic marketing elucations the marketing elucations and the marketing flousiness mathematics), intermediate marketing (economics, marketing), and applied marketing (business operations, merchandising, customer service, salesmanship, store/business management, display merchandising, advertising). Section 4 contains course descriptions to assist school districts in developing their vocational programs. Section 5 contains a curriculum analysis matrix to be used in determining competencies to be included in specific marketing education courses. Section 6 contains a sample skills card to be used in evaluating competency completion by students. Section 7 lists re-

sources and materials available from a variety of sources in Alaska and throughout the country. (KC)

sources in Alaska and throughout the country. (KC)

ED 275 902

CE 045 521

Food Service Curriculum.

Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.

Pub Date—86

Note—809.

Pub Type—Guides - Clasaroom - Teacher (052)

EDBS Price - MPDI/PC04 Plus Postags.

Descriptors—Competence, "Competency Based Education, "Course Content, "Curriculum Development, Educational Resources, "Food Handling Facilities, "Food Service, "Foods Instruction, Program Development, Secondary Education, State Curriculum Guides, Stadent Evaluation, Tresching Methods, Vocational Education This handbook presents a competency-based curriculum that provides information to teachers and administrators planning a secondary food service program in Alaska. The organization of the handbook is similar to the work stations commonly found in food service operations, although some competency area, such as sanitation and safety and the care and use of equipment, are applicable to every area covered in the handbook. The handbook is organized in seven sections. Section 1 presents an introduction to competency-based curriculum, while Section 2 provides the scope and sequence and hierarchy of food service competencies. Section 3, the core of the curriculum, includes the competencies and tasks for food service instruction. Its two parts cover basic food service instruction to indetermining competencies to be included in specific food service courses. Section 5 contains course descriptions to assist school districts in developing their vocational programs. Section 5 con

CE 045 522
Construction Trades Curriculum.
Alaska State Dept. of Education, Juneau. Div. of
Adult and Vocational Education.
Pub Date—86
Note—1376 CE 045 522

Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.

Pub Date—3-6

Note—127p.

Pub Type—Guides—Claseroom—Teacher (052)

EDRS Price—MF01/FC06 Plas Postage.

Descriptors—Basic Skills, "Building Trades, Carpentry, Competence, Competency Based Education, "Construction (Process), Construction Materials, "Course Content, "Curriculum Development, Educational Resources, Flooring, Masonry, Postaccondary Education, Roofing, Secondary Education, State Carriculum Guides, "Structural Elements (Construction), Vocational Education, Welding
This competency-based curriculum is designed to be a handbook for the construction trades. It includes all competencies a student will sequire in the course of building a complete house. Based on a survey of Alaskan construction employers and employees, the handbook streases both principles and skills. The 23 units are presented in the sequence that they would be used by someone building a house from start to finish; however, the units can stand alone as complete courses. The curriculum is divided into basic skills and specialized construction activities. The handbook is organized in seven sections. Section 1 introduces the concept of competency-based curriculum, while Section 2 provides the scope, sequence, and hierarchy of construction education competencies. Section 3 presents the curriculum, including the competencies and tasks for construction trades instruction. These are categorized as basic (employability skills, health and safety, hand and power tool safety, measurement and mathematics, blueprint reading, energy, materials, insulation, site selection) and specialized (flouridation and forming; manony and concrete; blocks and bricks; framing—subfloor/floor, walls, and roofing: roof finishing; plumbing and heating; wiring, windows and doors; exterior and interior finish, and cabinets). Section 4 contains course descriptions to assist school districts in developing their vocational programs. Section 5 contains a curriculum analysis

matria to be used in determining competencies to be included in specific courses. Section 6 contains a sample skills card for evaluating and recording stu-dent progress. Section 7 lists resources and mater-als available in Alaska and the rest of the country.

CE 045 527

ED 275 904

CE 045 527

Electrical Sensing Devices.

Montana State Univ., Bozeman. Dept. of Agricultural and Industrial Education.

Spons Agency—Montana State Office of Public Instruction, Helena. Dept. of Vocational Education

tural and Industrial Education.

Spons Agency—Montana State Office of Public Instruction, Helena. Dept. of Vocational Education Services.

Pub Date—Jul 86

Note—53p.

Pub Type— Guides - Classroom - Teacher (052)

EDBS Price - MFDI/PC33 Plus Postage.

Descriptors—Agribusiness, "Agricultural Education, "Agricultural Production, Behavioral Objectives, Electric Control, "Electronic Equipment, Higher Education, Learning Activities, Teaching Methods, Units of Study, "Vocational Education Identifiers—Electrical Sensing Devices

This unit of instruction on electrical sensing devices is designed especially for use with freshman vocational agriculture students. A unit plan discusses the general sims and goals, lesson titles, student and teacher activities, and references. The unit consists of four lessons. A lesson plan for each lessons provides these components: need; references, objectives; interest approach; an outline of key questions, problems, and components: need; references, beaching techniques and information; application and followup; and transparency masters, exercises, handouts, and/or worksheets. Lesson topics are: electric controls and control circuits, using switches to control electrical circuit, using magnetic or automatic electric motor control devices, and using automatic sensing control devices. (YLB)

ED 275 905

ED 275 905 CE 045 Personal Characteristics Needed for Success CE 045 528

Personal Characteristics Needed for Successful Employment. Montana State Univ., Bozeman. Dept. of Agricul-tural and Industrial Education. Spons Agency—Montana State Office of Public In-struction, Helena. Dept. of Vocational Education

struction, Helena. Dept. of Vocational Education Services.
Pub Date—86
Note—83p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Prices - MFDI/PCN4 Plus Postage.
Descriptors—\*Agricultural Education, Behavioral Objectives, \*Employment Potential, \*Goal Orientation, Higher Education, Individual Characteristics, Interpersonal Competence, Job Performance, \*Job Skills, \*Leadership, Leadership Training, Learning Activities, Motivation, Secondary Education, Teaching Methods, Time Management, Units of Study, \*Vocational Education

tion
This unit of instruction on personal characteristics This unit of instruction on personal characteristics needed for successful employment is designed especially for use with all levels of vocational agriculture students. Special emphasis is given to the 10 most important personal characteristics as identified through recent research. A unit plan discusses the general aims and goals, lesson titles, student and teacher activities, and references. The unit consists of eight lessons. A lesson plan for each lesson provides these components: need; references; objectives; interest approach; an outline of key questions, problema, and concerns with appropriate teaching rechniques and information; application and followup; and transparency masters, exercises, handouts, and/or worksheets. Lesson topics are: establishing personal goals, using time wisely, becoming a resourceful employee, becoming an effective listener on the job, working with people on the job, making the most of one's individual and group leadership skills, personal motivation-key to success on the job, and a look at one's performance on the job, (YLB)

ED 275 906 CE 045 529 ED 275 906
Drawing and Sketching in Agricultural Mechanics.
Montana State Univ., Bozeman. Dept. of Agricultural and Industrial Education.
Spons Agency—Montana State Office of Public Instruction, Helena. Dept. of Vocational Education

Note—\$1p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—"Agricultural Education, "Agricultural Engineering, Behavioral Objectives, "Drafting, Engineering Drawing, "Freehand Drawing, Higher Education, Learning Activities, Teaching Methods, Units of Study, "Vocational Education This unit of instruction on drawing and aketching in agricultural mechanics is designed especially for use with freshman vocational agriculture students. A unit plan discusses the general aims and goals, lesson titles, student and teacher activities, a list of necessary special equipment and references. The unit consists of nine lessons. A lesson plan for each lesson provides these components: need; references; objectives; interest approach; an outline of key questions, problems, and concerns with appropriate teaching techniques and information; application and followup; and transparency masters, exercises, handouts, and/or worksheets. Lesson topics are: drawing and aketching, tools and equipment used in mechanical drawing, procedures used in agricultural drawing and drawing, lettering, drawing to scale, and interpreting plans, and figuring a bill of material. (YLB)

ED 275 907 CE 045 530

ED 275 907 CE 045 530

ED 275 907

ED 275 907

CE 045 530

Harris, Ronald R.

Estrepreneurship in Monizara. A Handbook for Integreting Estrepreneurship into All Vocational Areas.

Montana State Univ., Bozeman.

Spons Agency—Montana State Office of the Superintendent of Public Instruction, Helena.

Pub Date—86

Note—42p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MFDI/PCU2 Plus Postage.

Descriptors—Advertising, Buainess Administration, Classroom Techniques, \*Course Content, Distributive Education, \*Educational Resources, \*Entrepreneurship, Federal Regulation, Financial Support, \*Integrated Curriculum, Marketing, Merchandising, Personnel Management, Retailing, Salesmanship, Secondary Education, Teaching Methods, \*Vocational Education, Teaching Methods, \*Vocational Education

Identifiers—Franchising, Montana
This handbook was developed to provide vocational education teachers in Montana with information about entrepreneurship so that they can integrate the concepts into their vocational courses.

The guide provides a definition of entrepreneurship (ownership, location, financing, personnel, promonent regulation). Bach of these areas is outlined along with ideas for teaching, A suggested listing of resources to be used in teaching these concepts is contained in an appendix. Appendixes also contain reprinted business journal articles on franchises, generating advertising ideas, and selling in financial institutions. (KC)

ED 275 908 CE 045 531

ED 275 908

CE 045 531

Levins, Marjorie C.

Science and Math Activities and Resources for Teaching Henne Economics (S.M.A.R.T.).

Montana State Univ., Bozeman.

Spons Agency—Montana State Office of the Superintendent of Public Instruction, Helena.

Pub Date—86

Note—194p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF91/PC08 Plus Pestage.

Descriptors—Basic Skills, Child Development, Clothing Instruction, Competence, Competency Based Education, Consumer Education, "Education, Securical Instruction, Competence, Competency Based Education, Consumer Education, "Education, Pood, "Home Economics, Home Furnishings, Housing, Integrated Curriculum, Learning Activities, "Mathematics Instruction, Nutrition Instruction, "Science Instruction, Securiculum Guides, Textiles Instruction Identifiers—Montana

This guide was written to aid home economics teachers in developing a greater understanding and use of basic skills in the home economics curriculum. The objectives of this guide are (1) to expand the awareness of underlying mathematics and science principles in the consumer and vocational home economics curriculum and (2) to provide a bank of resources to give teachers a practical and useful base from which to launch their own basic skills instruction. The curriculum guide, structured

around the Montana Scope and Sequence, is divided into the curriculum areas of child development, family life, ciothing and textiles, foods and nutrition, consumer education, and housing and home furnishings. Objectives and page numbers corresponding to the Scope and Sequence are noted on the top of each page. Science and mathematics concepts, competencies, learning activities, and instructional resources are numbered under each observed.

ED 275 909 CE 045 532

jective. (KC)

ED 275 909

CE 045 532

Harrix, Ronald R.
Technology in Marketing. A Special Report.
Montana State Univ., Bozeman.
Spons Agency—Montana State Office of the Superintendent of Public Instruction, Helens.
Pub Date—Jun 86
Note—46p.
Pub Type—Reference Materials - Bibliographies
(131) — Reports - Descriptive (141)
EDRS Pries - MP01/PC02 Plus Postage.
Descriptors—Distributive Education, "Educational Needs, "Educational Trends, "Futures (of Society), "Marketing, Postsecondary Education, Secondary Education, "Technological Advancement New technologies transform the world, creating implications for marketing education. How should marketing educators educate students in order to prepare them for occupations in the future marketing field? Answers to this and similar questions depend on point of view. Technological innovations have implications for marketing educators in all fields. Some of the areas that will be affected include agriculture, health care and maintenance, computerized information systems, power energy, and transportation. If marketing students are to understand technology in marketing, they must (1) be educated about the implications of technology in marketing; (2) experience advancing technology and its impact through on-the-job training, field trips, and multimedia presentations; (3) develop career plans related to each of the emerging technologies and relate each of these to the marketing field; (4) be equipped with a minimum level of computer literacy in order to take their place in a competitive world that is more and more dependent on knowledge acquired through information processing; (5) understand that value decisions accompany advances in technology particularly as it affects marketing; (6) develop an understanding of the interrelatendess of technologies; and (7) develop an appreciation for the fact that technology is a servant of people to meet needs. (Abstracts of 25 research reports on technology in marketing are included in this report.) (KC)

CE 045 533

Parsons, Angelina O. Harris, Pumela R. P. Parsons, Angelina O. Harris, Pumela R. Resources for Tesching HERO: Food Service Occupations in Montana. Montana State Univ., Bozeman. Dept. of Home Economics.

Spons Agency—Montana State Office of the Super-intendent of Public Instruction, Helena. Pub Date—Jun 86

Pub Date—Jun 86
Note—98p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MP01/PC04 Plus Postags.
Descriptors—Advertising, Classroom Techniques,
Competence, Cooking Instruction, Educational
Resources, Financial Support, \*Food Handling
Facilities, \*Food Service, \*Home Economics,
\*Hospitality Occupations, Learning Activities,
Occupational Information, Secondary Education,
State Curriculum Guides, Student Evaluation,
Teaching Methods, Test Items, Vocational Education

Teaching Methods, Test Items, Vocational Education
Identifiers—"Home Economics Related Occupations, Montana
This resource guide is designed to help home economics teachers in Montana to develop occupational programs for food service. It provides resources that can be used with the "Food Service Occupations in Montana: Scope and Sequence in Wage-Barning Home Economics." The guide contains 13 sections. The first section explains the core concepts for HERO (Home Economics Related Occupations) in food service programs, while the second section contains an activity (job sheet) for evaluating the competencies, skills, and abilities needed in different food service careers. The third and fourth sections provide forms for student application to the program and samples of student individualized training plans. The fifth section is an employer evaluation form. Tests for equipment and

safety and preparation, with answers, make up the sixth section. Recipes and instructions for various restaurant stations are described in the seventh section, while the following section provides sample instruments for restaurant service performance and schedules. A sample order form for "front-of-the-house" use is provided in the ninth section. The tenth section covers advertising for restaurants, including flyers, business cards, and stationery. Funding sources, sources for recipes and product information, and a bibliography complete the guide. (KC)

CE 045 534 ED 275 911 ED 275 911

CE 045 534

Shelhamer, Van C. Latham, Lynne Richle
macet of Vocational Agriculture Training on the
Continued Learning Patterns of Former
Montana Vocational Agriculture Students,
Montana State Univ., Bozeman. Dept. of Agricultural and Industrial Education.

Jopon Agency—Montana State Office of Public Instruction, Helena. Dept. of Vocational Education

tural and Industrial Education.

Spons Agency—Montana State Office of Public Instruction, Helena. Dept. of Vocational Education Services.

Pub Date—Aug 86

Note—67p.

Pub Type—Reports—Research (143)

EDBS Price—MF91/PC03 Plus Pestage.

Descriptors—Agricultural Education, "Educational Attitudes, Graduate Surveys, High School Graduates, "Outcomes of Education, Pestecondary Education, "Program Attitudes, Program Effectiveness, Secondary Education, Postecondary Education, "Program Attitudes, "Vocational Education, Vocational Followup Identifiers—"Montana

This study determined the impact of vocational agriculture training on the continued learning patterns of former Montana vocational agriculture students who graduated from high school between 1980 and 1985. Data for the study were gathered through the use of mailed questionnaires sent to a sample of 500 former students, with a return of 281 usable questionnaires was coded, entered on a data disk using "WordStar" and statistically analyzed with the use of "MSU STAT" (Montana State University Statistical Package). Based on the results of this study, it was concluded that vocational agriculture training did have an impact on the continued learning patterns of former Montana students. Students felt that vocational agriculture experiences influenced their decision about postecondary education greatly or to some extent. Most students did attend a postsecondary educational agriculture greatly or to some extent prepared them for college. Students who attended a postsecondary education more frequently participated in other knowledge-gaining activities than did students who did not attend a postsecondary education and postsecondary education and postsecondary education and postsecondary education more frequently participated in other knowledge-gaining activities than did students who did not attend a postsecondary educational institution. (Author/KC)

ED 275 912

The Cookbook — Manual de Cocina.
Louisians State Dept. of Education, Baton Rouge.
Pub Date—78

Note—59p.
Language—English; Spamish
Pub Type—Guides - Classroom - Learner (051) —
Multilingual/Bilingual Materials (171)

EDRS Price - MFDI/PC03 Plus Poetage.
Descriptors—Bilingual Education, Bilingual Instructional
Materials, "Cooking Instruction, "Cooks, Employment Qualifications, Food Service, "Foods Instruction, Job Performance, "Cocupational Home Economics, Sanitation, Secondary Education, "Spanish Speaking, Vocational English (Second Language) Identifiers—"Recipes (Food)

This bilingual combination cookbook and instructional text is intended for use in training Spanish-speaking individuals for jobs as cooks. The first section is a dictionary of cooking terms consisting of parallel English and Spanish lists of foods, cooking terms, utensils, and common cooking directions and substitutions. The second section deals with cleanliness in the kitchen, general responsibilities of cooks, and a list of 10 cardinal rules of good food service. The third section includes 29 recipes, 27 of which are in English and 2 of which are in Spanish. (MN)

CE 045 787 ED 275 913

ED 275 913

Relly, Patrick L.

Carriculum Revision Using Advisory Committees and a Modification of the Delphi Technique for Electronic Engineering Technology Programs.

Pub Date—Apr 86

Note—86p.; Fracticum paper, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Reports - Research (143)

EDRS Price - MPGI/PO4 Plus Postage.

Descriptors—Accreditation (Institutiona), "Advisory Committees, Associate Degrees, "Curriculum Development, "Delphi Technique, "Electronics, "Engineering Technology, Postaecondary Education, Two Year Colleges Identifiers—Georgia

Six state 2-year technical colleges in Georgia were seeking Accreditation Board of Engineering Technology (ABET) approval for a pilot seven-quarter electronic engineering technology program that culminates in an associate of sciences degree. A curriculum revision project that involved a modification of the Delphi technique and input from advisory committee members was undertaken in order to reduce the electronic engineering technology program to six quarters and ensure that it met minimum ABET standards. Participants were mailed a document requiring them to rank and comment upon technical subjects and subcontent areas. A second document, which summarized the results of the first Delphi round, was mailed to the same participants, and they were asked to rerank subjects and defend rankings that were outside of group norms. After the two-round procedure, a group trend of convergence was apparent, and the process was terminated. Several courses were eliminated and/or revised based upon the recommendations, thereby resulting in an attainment of the ABET-required reduction of the program at a minimum of time and expense. Several possible directions for future research and study were uncovered during the process. (Appendizes to this practicum paper include curriculum suggestions for participants, and the finalized curriculum.) (Author/MN)

ED 275 914

CE 045 788 ED 275 914

CE 045 788
Black Unemployment: Just How Serious Is It? A
First Friday Report.
National Committee for Full Employment, Washington, DC; National Urban League, Inc., New
York, N.Y.

York, N.Y.

Pub Date—I Aug 86

Note—31p.

Pub Type— Reports - Research (143)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—"Black Employment, Blacks, Comparative Analysis, Employment Level, "Employment Patterns, "Employment Qualifications, "Family Influence, Geographic Location, John Performance, Labor Market, Public Policy, "Racial Discrimination, Underemployment, "Unemployment,"

Performance, Labor Market, Public Policy, \*Racial Discrimination, Underemployment, \*Unemployment Not only is the official black unemployment rate 2.5 times higher than that of whites, but a significantly greater percentage of the white population is employed compared with blacks (6.1.6 percent compared with \$4.2 percent]. Evidence suggests that the real rate of unemployment and underemployment among blacks is 2.3.5 percent. The situation is even more severe for young blacks who face a real unemployment rate of 57.5 percent compared to a 14.8 percent real rate for young whites. Since 1930, blacks have been increasingly dependent on manufacturing jobs. The decline in manufacturing has hit hardest on blacks living in the central regions of the country, where the black unemployment rate is three times higher than that of whites. Among college-educated blacks, the unemployment propound of the propound of the percent during the 1981-1982 recession, and college-educated blacks are the only group whose unemployment rate has not returned to prerecession levels. Black female-headed households that experience some unemployment are more likely than other households to have no one size employed because these families include fewer multiple earners. Even in times of high business activity, the long-term trend has been for unemployment to rise. This rise has been steeper for blacks than for whites (a 57.5 percent rise between 1973 and 1986 for blacks as opposed to a 41.9 percent rise during the same period). A wide range of policy measures is necessary to address the serious and escalating problem of black unemployment. (MN)

ED 275 915 CE 045 881

ED 275 915

Persico, Christine Heaney, Thomas W.
Grosp Interviews: A Social Methodology for Social Inquity.
Pub Date—86
Note—15p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC91 Plus Postage.
Descriptors—Case Studies, Classroom Environment, Permales, Group Behavior, "Group Dynamics, "Individualism, Information Sources, "Individualism, Information Sources, Interviews, Job Training, Knowledge Level, Nontraditional Occupations, Participant Observation, Peer Evaluation, Program Evaluation, Per Evaluation, Program Evaluation, "Research Methodology," Research Problems, "Social Science Research, Social Systems, Student Attitudes Identifiers—"Group Interviews, Participatory Research

ence Research, Social Systems, Student Attitudes Identifiers—"Group Interviews, Participatory Research
The practice of interviewing individuals rather than groups has been based largely upon methodological concerns for preventing contamination of data. The assumptions that (1) the data provided by individuals can, in aggregate, yield social truth; (2) individuals are conscious of social phenomens; and (3) the whole of social reality is equal to the sum of its parts all bear critical examination. The prevailing assumptions about the source of social knowledge, the nature of knowledge itself, and appropriate source of social knowledge, the nature of knowledge itself, and appropriate source of social knowledge. Because the results of group interviews are interactive, they will produce meanings that are social products and that probably will be quite different from the prior, socially untested perceptions of any single individual. Group interviews allow the researcher to observe the ways in which interview participants stimulate each other and provide chees to the language, terms, and codes that participants share. Case studies of a program evaluation, a peer group self-analysis, and an assessment of women's perceptions of barriers in job training programs for nontraditional occupations illustrate the role of the group interview in participatory research groups and Freirean study circles where the group factor is significant in and of itself. (MN)

#### CG

CG 019 448 ED 275 916 ED 275 916 CG 019 448
Suler, John R.
Campater-Simulated Psychotherapy as an Aid in
Teaching Clinical Psychology.
Pub Date—Aug 86
Note—16p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
Park Tyrnes Reports Research (143) — Speeches/-

tion (94th, Washington, DC, August 22-26, 1986).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF91/PC01 Plus Poetage.
Descriptors—"Clinical Psychology, College Students, "Computer Sinsisted instruction, Computer Oriented Programs, "Computer Simulation, "Computer Software, Higher Education, Interviews, "Psychoth.rapy, "Teaching Methods
This document explains the use of Eliza, a widely known computer program that reacts to the user by simulating the responses of a psychotherapsit, as a teaching aid in undergraduate clinical psychology courses. The methods for conducting the exercise, for integrating it into the course sylabus, and for evaluating its impact on students are discussed. Feedback from students who participated in the exercise is presented and methods for improving the exercise are listed. It is noted that having students interact with the program can enhance their understanding of interviewing and psychotherapy, the contrasts between clinical interactions controlled by humans or by computers, and the role computers may play in the mental health field. Other software that may be used as teaching aids in clinical psychology courses is briefly reviewed. (Author/NB)

ED 275 917

CG 019 449

Suler, John R.
Vision Quest: The Self in Search of Self.
Pub Date—Aug 86
Note—13p; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, "Environmental In-fluences, "Existentialism, Higher Education, "In-dividual Development, "Psychological Patterns, "Self Concept

fluences, "Existentialism, Higher Education, "Individual Development, "Psychological Patterns, "Self Concept
Identifiers—"Free Associations, "Vision Quest
The vision quest is a technique used by primitive cultures to gain psychological or religious insight. During a vision quest, a person would wander alone into the wilderness, searching for a sign or vision that would reveal some truth. The basic psychological dynamics underlying the quest include free association and de-structuring; the interminging of self and environment that culminates in the sign; and a natural, internal impetus toward psychological growth. Twenty undergraduate students undertook a modified version of this ancient practice by wandering away from their usual environment for several hours, alone, searching for an insight or sign concerning a question they had posed to themselves. Students kept a log of their experiences. Examination of the content and themes of the students' vision quests revealed that existential issues concerning death, meaninglessness, isolation, and res-jonsibility often emerged. A follow-up questionnaic was administered 4 months after the course to determine whether the vision quest brought any beneficial, long-term effects. (Author/NB)

CG 019 450 ED 275 918

ED 275 918 CG 019 450
Rounds, James B., Jr.
Individual Differences in Disability Perceptions:
Cross-Sectional and Longitudinal Investigations.
Pub Date—26 Aug 86
Note—26p; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). For related document, see CG 019 478.
Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Counselor Attitudes, "Counselor Training, "Disabilities, "Graduste Students, Higher Education, Individual Differences, "Rebabilitation Counseling, "Student Attitudes
Two studies, one cross-sectional and the other longitudinal, examined individual differences in subjective perceptions of disabilities. In study 1, 37 (22 unsuccessful and 15 successful) applicants to and 29 (12 first year and 17 second year) graduate students in a rehabilitation counseling master's degree program judged the similarity judgments were scaled with a three-way multidimensional scaling (MDS) analysis, yielding a three-dimensional solution. Regressing each of 14 attribute ratings onto the MDS stimulus coordinates suggested that the dimensions Comparison of the students' disability perceptions. Comparison of the students' disability perceptions with dimensions identified from a reallysis of Tringo's (1970) social distance data provided evidence for the external validity of the normality dimension than did the second year students in judging the similarities among disabilities. In study 2, 14 rehabilitation counseling students completed the questionnaire developed in study 1 at three time points: application, end of first year, and and of the second year of a 2-year smong disability dimensions became less important and the responsibility dimension more asilent as training progressed. The application of MDS to disability perceptions to attitudes toward disabilities and rehabilitation training are discussed. (Author)

ED 275 919
Keener, Dana Ray
Is Changing Sexual Orientation a Viable Option
for Ego-Dystonic Homesexuality?
Pub Date—Aug 86
Note—69p.; Doctor of Psychology Research Paper,
Biola University, California.
Pub Type—Information Analyses (070)
Pub Type—Information Analyses (070)
EDRS Price - MP61/PGO Plus Postage,
Descriptors—Attitude Change, Behavior Change,

\*Behavior Modification, \*Group Therapy, \*Homoeexuality, Life Style, \*Psychotherapy, \*Self Help Programs, \*Sexual Identity
This paper addresses the issue of homosexuals who want to change their sexual orientation. It is noted that many ego-dystonic homosexuals who want to become heteroexual, despite encouragement from psychotherapists to accept their homosexuality, are turning to self-help groups in an effort to change their sexual orientation are reviewed in this paper. Problems with defining and measuring change in sexual orientation are considered and the importance of therapies for changing sexual orientation is discussed. Studies involving psychoanalytic therapies are reviewed Several studies on behavior therapies are reviewed. Several studies on behavior therapies are reviewed Several studies on behavior therapies are reviewed and the importance of therapies for changing studies of aversion therapy, classical conditioning, and systematic desensitization. Studies dealing with group therapy are discussed under the headings of heterogeneous groups, homogeneous groups, and self-help groups. Problems associated with each type of therapy are noted. The paper concludes that studies in which changes in sexual orientation seem most complete involve a change in lifestyle whereby the person takes on a new social and sexual identity. It is sested that psychotherapists can offer better help to homosexuals desiring to change their sexual orientation as aspects of sexual identity and lifestyle are more fully addressed. (Author/NB)

ED 275 920 CG 019 452

ED 275 920 CG 019 452
Dobbs, James Mark
Parassed Schlzophrenia: Asseming the Validity of
the Disgnostic Schemata.
Pub Date—Oct 36
Note—54p.; Doctor of Psychology Research Paper,
Biols University, California.
Pub Type—Information Analyses (070)
EDRS Price - MP01/PC3 Plus Postage.
Descriptors—"Classification, "Climical Diagnosis,
"Paranoid Behavior, "Personality Problems, Psychological Patterns, "Research Methodology,
"Schizophrenia
Identifiers—Diagnostic Statistical Manual of Mental Disorders
This paper is concerned with changes which have
been proposed in the major current diagnostic system regarding paranoid schizophrenia. It is noted
that the proposed changes to the Diagnostic and
Statistical Manual of Mental Disorders, Third Edition (DSM-III) would remove paranoia as a schizophrenic subtype and institute a spectrum
description of the parasoid disorders ranging from
paranoid personality to the current paranoid schizopphrenia diagnosis. The paper examines the historical roots of the problem, classical definitions of
paranoia, and current cognitive research using
achizophrenia subtypes that pertain to the diagnostic changes. Thirty journal articles from 1970 to
1986 that pertain to schizophrenic subtype cognitive functioning are categorized under the headings
of (1) abstract thinking; (2) associative thinking; (3)
attribution; (4) cognitive styles; (5) delusions; (6)
discrimination tasks; (7) distraction studies; (8) language; (9) reaction time; and (10) hospitalization
data. Bach article is listed and discussed by category
and notable findings are indicated. A summary is
presented for each category. Methodological cricitiques are offered and only those studies with adequate experimental controls are included in the
discussion section, which attempts to synthesize the
diducation section, which attempts to synthesize the
discussion

ED 275 921 CG 019 453

ED 275 921 CG 019 453

Chu, Frederick
Family Characteristics Relevant to the Development and Treatment of Schizophrenia.
Pub Date—Oct 86

Note—66p.; Doctor of Psychology Research Paper,
Biola University, California.
Pub Type—Information Analyses (070)

EDRS Price - MP01/PC03 Plus Postage.
Descriptors—Affective Behavior, "Biological Influences, "Communication Skills, Emotional Disturbances, "Biology, "Pamily Characteristics, Family Influence," Personality Theories, "Psychological Characteristics, "Schizophrenia, Social Influences This paper discusses the role of family variables in the development of schizophrenia. Other theories regarding the etiology of schizophrenia are summarized to show the complexity of the problem. Both biological and psychosocial factors are discussed.

The review of current developments is organized around three family characteristics that have emerged as distinguishing families with schizophrenic members from families without schizophrenic members (1) expressed emotion; (2) affective style; and (3) communication deviance. The construct validity of these characteristics is discussed. The problem of whether these family characteristics are results of the lineas or contributing factors in the development of schizophrenia is analyzed according to recent longitudinal and treatment studies. In spite of the improvement of prediction of schizophrenic outcome by combining the measures or by dividing the expressed emotion measure into subtypes, current family studies are still unable to conclusively answer the etiological regarding schizophrenia. It is recommended that a multivariate conceptualization of the etiological, psychosocial, and family variables. (Author/NE)

CG 019 454

Author/NB)

ED 275 922

CG 019 454

Cook. Rossa: Assell. Dorothy I.

Independent Living Services for Youth in Selectivate Care.

Westat Research, Inc., Rockville, Md.

Spons Agency—Administration for Childrea,
Youth, and Families (DHHS), Washington, D.C.

Pub Date—Jun 86

Contract—DHHS-105-84-1814

Note—370p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC15 Pius Postage.

Descriptors—"Adolescents, Agencies, Child Welfare, Community Programs, "Daily Living Skills,
Foster Care, Group Homes, institutionalized Persons, "Social Services, State Programs

Identifiers—"Independent Living, "Substitute Care
This document presents the final report of a study
undertaken to: (1) identify and describe programs

and services provided to prepare and support adolescents in their transition from supervised substitute care placements to independent living, (2)

describe the differences between adolescents where the care placements to independent living, (2)

describe the differences between adolescents where the differences and the search processed for adolescents facing independent living services and these who did not; and (3) develop recommendations for service delivery process to improve agency-provided programs and community resource services and service delivery systems, discuss service implementation of independent living services. The five chapters in this section present questions about current service delivery systems, discuss service implementation issues, provide a directory of 39 independent living programs, give a resource listing of articles and curric

ED 275 923
Aging Action: A Course in Senior Advocacy in Kanas.

Againg Actions: A Course in Semior Advocacy in Kansas.

Kansas State Advisory Council on Aging, Topeka. Pub Date—Sep 85

Note—37p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—\*Advocacy, \*Individual Power, Legislation, \*Lobbying. Needs Assessment, \*Older Adults, \*Social Action

Skills useful in advocacy of senior citizens' needs are discussed in this manual. The topics included are: (1) the meaning of advocacy; (2) assertiveness training for aging-action; (3) identifying issues; (4) choosing issues; (5) developing a plan of action; (6) organizing; (7) legislative advocacy; (8) criteria to evaluate potential legislative objectives; (9) lobbying strategy checklist; (10) how a bill becomes a law; (11) successful legislative work; (12) how to be

heard; (13) giving testimony at a public hearing; (14) ten commandments of state politics; (15) legislative telephone tree; (16) what makes points with legislators; (17) writing to your state legislator; (18) visiting your legislators and government officials; and (19) 12 steps toward effective advocacy for older Americans. (AEL)

ED 275 924 CG 019 456 Watts, Deborah L. Eating Disorders among Women: A Feminist Per-

Eating Disorders among Women: A Feminist Perspective.

Pub Date—Aug 86

Note—9p; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Anorexia Nervoss, \*Counseling Theories, \*Eating Habits, \*Females, \*Feminism, Nutrition

Identifiers—\*Eating Disorders

Nutrition
Identifiers—"Esting Disorders The study and treatment of eating disorders has long been associated with psychoanalytic concepts of rejection of femininity and fear of oral impregnation. Although a theoretical reformulation emphasizing feminist analysis began a decade ago, the extension and application of these ideas has not solidified into a comprehensive treatment methodology. A multidisciplinary conceptualization and research strategy that incorporates feminist understanding of the social and cultural context of eating disorder etiology and recovery is needed. To illustrate this point, three case studies of women with eating disorders are described in detail from a feminist perspective. (Author/ABL)

ED 275 925 CG 019 457 School Counseling Programs: A Resource and Planning Guide. Wisconsin State Dept. of Public Instruction, Madi-

Wisconsin Nesseson.

Pub Date—86
Note—137p.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plas Postage.
Descriptors—Counseling Objectives, Counselor Certification, "Developmental Programs, Elementary School Students, Elementary Secondary Education, "School Counselors, "School Guidance, Secondary School Students, Student Development Identifiers—Wisconsin
This is a guide to a systematic approach to school This is a guide to a systematic approach to

dents, "Student Development Identifiers—Wisconsin
This is a guide to a systematic approach to school counseling called the Wisconsin Developmental Guidance Model (WDOM). The introduction states that this model is based on the recognition that all pupils pass through specific developmental stages as they mature. The stated goal is to prevent problems by providing students with age-appropriate skills and information through instruction, group interaction, and individual counseling. The guide includes four sections. The first section is an overview of the WDGM with specific developmental competencies listed for elementary, middle/junior high school, and high school students. The second section describes resources for building a comprehensive guidance program, the role of the school counselor, and staffing and materials. The third section on planning and implementation discussed developmental competencies and resource management, exceptional educational needs, and contemporary issues. The fourth section is a 71-page appendix which includes such things as a program profile, counselor estriction requirements, American School Counselor Association Ethical Standards for School Counselors, sample program assessment instruments, a 22-item bibliography of suggested counselor resources, and a 23-item WDGM bibliography. (ABL)

ED 275 926

CG 019 458 ED 275 926

ED 275 926
CG 019 458
Druion, Greg
Effective Schooling and At-Risk Youth: What the
Research Shows.
Northwest Regional Educational Lab., Portland,
OR. Goal Based Education Program.
Spons Agency—Office of Educational
and Improvement (ED), Washington, DC.
Pub Date—Sep 86
Contract.—400-86-006
Note—24p.
Pub Type— Information Analyses (070)
EDRS Prics - MF01/PC01 Plus Postage.
Descriptors—\*Dropout Prevention, \*Educational
Objectives, Elementary Secondary Education,

"High Risk Students, "Potential Dropouts, "School Effectiveness Identifiers."—Effective Schools Research Characteristics and practices of effective schools have been identified and it is important to determine whether these practices work with at-risk youth. Effective schools research may yield useful knowledge in educating at-risk youth or research could warn that the effective schools movement could threaten the education of at-risk youth if not accompanied by support for potential dropouts. Characteristics of effective schools include effective school leadership, the belief that carefully planned instruction will work and students will learn, close monitoring of student progress, and a clearly described and family implemented discipline code. Although students come to school with various socioecomomic factors associated with being at risk, the school's environment still affects the students. Successful schools have a positive impact on all students achievement; less successful schools promote lower expectations and provide little support. Successful schools have a positive impact on all students achievement; less successful schools promote lower expectations and provide little support. Successful at-risk youth greaters of effective schools are consistent with successful programs for at-risk youth such as staff commitment, strong leadership, and fair discipline. Unlike effective school successful at-risk youth programs are small with a narrow curriculum focus. The knowledge of alternative programs for at-risk youth genes as small with a narrow curriculum focus. The knowledge of alternative programs for at-risk youth programs are small with a narrow curriculum focus. The knowledge of alternative programs for at-risk youth programs are small with a narrow curriculum focus. The knowledge of alternative programs for at-risk youth programs are small with a narrow curriculum goals or purposes of education. (ABL)

ED 275 927 CG 019 459 ED 275 927

Annual Report to the President 1985.

Administration on Aging (DHHS), Washington, D.C. Federal Council on the Aging, Report No.—DHHS-OHDS-86-20824

Pub Date—[85]

Note—30p.

Pub Type— Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—"Advocacy, "Aging (Individuals), "Federal Legislation, "Federal Programs, "Older Adults

\*Federal Legislation, \*Federal Frograms, \*Older Adults
Identifiers—Older Americans Act 1965
This document is the annual report of the Federal Council on Aging whose purpose is to review and evaluate federal policies and programs affecting older Americans, serve as a spokesperson for older Americans, and inform the public about needs of this group. The first section discusses affiliations and committees of the Council. The second section discusses the activities of the Council in these areas:

(1) budget issues; (2) the Older Americans Act; (3) distributing information about the elderly; (4) support for caregivers of the elderly; (5) health issues; (6) coordination with the private sector; (7) intergenerational issues; (8) home equity conversion; and (9) early retirement. The third section includes future developments expected from the caregiver support, housing, health, minorities, and foundations committees with a discussion of the reauthorization of the Older Americans Act. The fourth and final section lists five broadly based recommendations of the Council on procuring demographic data, family caregivers, increasing longevity, intergenerational conflict, and stereotypical labela. (ABL)

ED 275 928

CG 019 460 icans: Trends and Projections, 1985-86

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.
Pub Date—86

cial Committee on Aging.
Pub Date — 3-6
Note—132p.
Pub Type— Numerical/Quantitative Data (110) —
Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—"Aging (Individuals), Economic Status, Federal Aid, Geographic Distribution, Health, Mobility, \*Older Adults, Retirement, Social Characteristics, \*Trend Analysis
Analyzed statistics relevant to and about older Americans are contained in this document. Chapter topics (with some subtopics) include the following:
(1) size and growth of the older population (age distribution, life expectancy); (2) geographic distribution and mobility (mobility, countermigration);
(3) economic status (median cash income, ear, marial status and income, composition of income, non-cash resources); (4) retirement trends and labor force participation (lifetime distribution of educa-

tion, work, and retirement, part-time work); (5) health status and health services utilization (self-assessment, disability, causes of death, nursing homes, health care expenditures); (6) social characteristics (marital status and living arrangements, housing, voting); and (7) federal outlays benefiting the elderly (federal spending for the elderly, long-term financing). Oraphs and charts illustrate the statistics throughout the document. (ABL)

financing). Graphs and charts illustrate the statistics throughout the document. (ABL)

ED 275 929

CG 019 461

Communicating with Youth about Alcohol: Methods, Messages, & Materials.

National Clearinghouse for Alcohol Information (DHHS), Rockville, Md.

Spons Agency—National Inst. on Alcohol Abuse and Alcoholiam (DHHS), Rockville, Md.

Report No.—DHHS-ADM-86-1429

Pub Date—86

Note—369.

Pub Type— Guides - Non-Cleasroom (055)

EDRS Price - MP01/PCu2 Pine Postage.

Descriptors—Adolescents, "Alcohol Education, Alcoholic Beverages, Communication (Thought Transfer), "Drinking, "Information Dissemination, Motivation, "Prevention

This publication is intended to provide direction to volunteers and professionals working to reduce teenage slochol abuse through public education efforts. It includes the most recent research on the alcohol-related knowledge, attitudes, and practices of youth. It also provides information on motivating adolescents to avoid alcohol of, if they have experimented, to stop or avoid regular use. The guide offers ways to plan and develop message's and materials down alcohol os that adolescents will respond favorably. Chapter 1 presents current research findings on adolescent alcohol use, attitudes, and knowledge and discusses reasons why adolescents use alcohol and the risks associated with its use. In cluded are recommendations on selecting target groups, medis, and message content. Chapter 3 outlines a six-step process for planning, developing, promoting, and distribution gressys and materials for youth about alcohol: (1) planning and strategy development; (2) concept development; (3) message execution; (4) promotion and distribution; (5) evaluation; and (6) feedback. Appendices contain peer resistance strategies for saying no, a list of resource groups, and a 40-tem bibliography. (NB)

ED 275 930 CG 019 462
Otey, Emeline M., Ed. Ryan, Gail D., Ed.
Adolescent Sex Offenders: Issues in Research and
Treatment.
National Inst. of Mental Health (DHHS), Rockville, Md. National Center for the Control and
Prevention of Rape.
Report No.—DHHS-ADM-85-1396
Pub Date—85
Contract—84MOS2503801D
Note—1940. Papers presented at a Work Group

Neport No.—Dritis-NDM-e3-1399
Pub Date—85
Contract—84MOS2503801D
Note—194p.; Papers presented at a Work Group Meeting on Adolescent Sexual Offenders (Keystone, Co, May 23, 1984).
Pub Type—Collected Works - Proceedings (021)
EDBS Price - MP61/PO08 Plus Pestage.
Descriptors—Adolescents, Behavior Patterns, "Criminals, "Delinquent Rehabilitation, Incest, "Intervention, Rape, Recidivism, "Sexual Abuse, "Youth Programs Identifiers—Sex Offenders
This document contains an introduction by Richard D. Krugman and five papers from the Adolescent Sex Offender Work Group meeting, which provide an overview of the present status of treatment programs for adolescent sexual offenders, methodological and ethical issues in research on creatment programs for adolescent sexual offenders, in the Treatment of Adolescent Sex Offenders" (Fay Honey Knopp), discusses the status of treatment facilities for adolescent sexual offenders in the United States and advocates restorative rather than punitive approaches to adolescent sexual offenders. Chapter 2, "Methodological and ethical Issues in Evaluating and Treating Adolescent Sexual Offenders (Judity V. Becker and Gene G. Abel), reports the results of studies on adolescent sexual Offenders and discusses problems and ethical issues in Evaluating and Treating Adolescent Sexual Offenders. Chapter 2, "Methodological and stiliasues in doing research on offenders. Chapter 3, "The Adolescent Sexual Offenders Background and Research Perspectives" (Robert E. Freeman-Longo), presents the perspectives on offenders. Expression of the perspectives on t

tive of one working in a closed treatment facility. Chapter 4, "Adolescent Sexual Offenders: An Outpatient Program's Perspective on Research Directions" (Michael O'Brien), describes an outpatient treatment program and offers a useful classification of various types of adolescent offenders. Chapter 5, "Juvenile Sexual Offenders: A Pamily Systems Paradigm" (Caren Monastersky and Wayns Smith), reviews some accepted principles in the field, describes one approach to working with adolescent offenders, and provides a sexual offense continuum useful in designing therapy. (NB)

CG 019 463

Aldous, Joan Huhman, Maria
Relationships between Parents and Their Ad
Children: Does Retirement Make a Different
Spons Agency—National Inst. on A
(DHHS/PHS), Betheeda, MD. on Aging

Pub Date-Nov 86 Grant-NIA-12938

Grant—NIA-12938
Note—23p.; Paper presented at the Annual Conference of the National Council on Family Relations (Dearborn, MI, November 3-7, 1986). Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Pustaga.
Descriptors—\*Family Life, Helping Relationship, \*Older Adults, \*Parent Child Relationship, \*Retirement, Social Support Groups, Well Being Identifiers—\*Adult Children
An important issue with respect to intergeners—

"Older Adults, "Parent Child Relationanp, "Retirement, Social Support Groups, Weil Being Identifiers—"Adult Children

An important issue with respect to intergenerational relationships between aging parents and their adult children is the influence of the father's retirement. Interview data were collected from 84 non-retired and 40 retired couples to determine whether retirement was related to the frequency and quality of intergenerational contacts. Couples were in their early and mid 60s, in good health, and financially comfortable. Thus, fillal obligation was not a reason for adult children to keep in touch. The results of the interviews revealed no difference in joint social activities or in the emotional support and instrumental services pre-retirement and retired couples and their children exchanged. The quality of the contact also did not vary by retirement status. Possible explanations for this lack of differences include the emphasis on older persons' independence in the United States, the parents' financial and physical well being that permitted them to pursue non-family interests, and respondents' pleasure in being free from parental responsibilities. These findings provide evidence of continuity in family life over the retirement transition. (Author/NB)

ED 275 932 CG 019 464

ED 275 932 CG 019 464 Smith, Judith O. Voices of Exiles: The Public Schools from the Dropout's Perspective. Pub Date—11 Apr 86 Note—48p.; Master of Education in Special Educa-tion degree Research Project. Mansfield Univer-

Note—45p.; Master of Education in Special Education degree Research Project. Mansfield University.

Pub Type—Reports - Research (143)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Poetage.

Descriptors—Adult Basic Education, "Dropout Attitudes, Dropout Research, "Dropouts, "Educational Environment, High School Equivalency Programs, High Schools, Interpersonal Relationship, "Negative Attitudes, "School Role, "Student Evaluation of Toacher Performance Many studies of dropouts have examined race, gender, ethnic background, and socioeconomic status as factors predisposing students to drop out of school. A study was conducted to examine the school-related factors influencing high school students' decision to drop out, as well as the attitudes of high school dropouts toward public education today. Fifty high school dropouts earolled in Adult Basic Education and General Educational Development test preparation classes were surveyed using questions identical or similar to questions saked in the 16th Gallup Poll of the Public's Attitudes Toward the Public Schools (1984) and questions about their reasons for dropping out and attitudes toward teachers. The results revealed that students toward teachers with academic success failure and relationships with teachers and peers. Students with neutral attitudes toward school shot teachers were least likely to have dropped out for school-related reasons auch as boredom or difficulty keeping up with school and teachers were least likely to have dropped out for school-related reasons. (References, data tables, and

the survey instrument are included.) (NB)

ED 275 933 CG 019 465

the survey instrument are included.) (NB)

ED 275 933 CG 019 465
Rohver, William D., Jr.

Study-Strategy Effectiveness: Student Expertness,
Course Type, and Criterion Specificity.

Spons Agency—National Inst. of Child Health and
Human Development (NIH), Betheads, Md.

Pub Date—[46]
Grant—HD-17984
Note—189.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PCD1 Plus Postage.
Descriptors—Academic Achievement, "Age Differences, "College Students, "Course Evaluation,
Higher Education, Secondary Education, "Secondary School Studenta, Student Attitudes, "Student Activities that promote effective criterion performance. Their expertness in studying presumably increases as students develop and move from one educational level to another. A correlational investigation was undertaken to evaluate four hypotheses about differences across jumior high school ourse in American history or government (N=229), and six jumior high school courses in American history or government (N=229), and six jumior high school courses in American history or government (N=229), and six jumior high school courses in American history or government (N=229), and six jumior high school courses in American history or government (N=229), and six jumior high school courses in American history or government (N=229), and six jumior high school courses in American history or government (N=229), and six jumior high school courses in American history or government (N=229), and six jumior high school courses in American history or government (N=229), and six jumior high school courses in American history or government (N=229), and six jumior high school courses in American history or government (N=229), and six jumior high school courses in American history or government (N=229), and six jumior high school courses in some respects, to increase in the demands they made and the supports they provided for engaging in such activities, (2) students indeged their course, in some respects, to increase in the demands they made and the supports they provided for eng

CD 275 934 CG 019 466 ducational Programming in Mental Health/Re-turdation Facilities. Report of the Mental Health and Retardation to the Governor and the General Assembly of Virginia. Senate Document No. 7. ED 275 934

No. 7. Virginia State General Assembly, Richmond. Joint Legislative Audit and Review Commission. Pub Date—86 Note—21p.

Virginis State General Assembly, Richmond. Joint Legislative Audit and Review Commission. Pub Date—36
Note—219. Pub Type—Reports—General (140)
EDRS Price—MPII/PCII Plus Postage.
Descriptors—Adolescents, Children, "Educational Environment, Educational Finance, "Educational Planning, "Exceptional Persons, Housing, "institutionalized Persons, "Mental Health Programs, "Mental Retardation, Young Adults
Identifiers—"Virginia
This document presents data on three studies requested by Virginia State Senate Joint Resolution
No. 148 and extraction by the Virginia Department of Mental Health and Mental Retardation in cooperation with other agencies. The three studies included in the report are: (1) an assessment of the appropriateness of housing young adults (ages 18-22) with other agencies. The three studies included in the report are: (2) a study in cooperation with the Department of Education, to ascertain the actual average cost to the school divisions for educating children who are residing in state mental health and mental retardation facilities and who have been identified as appropriately placed in public schools; and (3) a study of the educational environments in state facilities used for achool-aged residents in order to identify and estimate the costs of rectifying any safety hazards and physical barriers in the training centers and the renovations or other capital outlays required to approximate normal clasarooms in both the mental health and mental retardation facilities. Issues and recommendations are discussed for each study. Also included in the report are an executive summary, background information, and an appendix, "An Analysis of Factors Which Distinguish Child-Adolescent Residents from Adult Residents in State Psychiatric Pacilities." (NB)

ED 275 935 CG 019 467 Wenar, Cha

ED 275 935

Wenar, Charles

Childhood Depression Viewed as Nermal Development Gene Awry.

Pub Date—[Aug 86]

Note—10p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). Charts contain small type.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MPGI/PCDI Plus Pestage.

Descriptors—Child Development, "Children, "Depression (Psychology), "Developmental Psychology, "Bomotional Response, "Psychopathology, "Seif Esteem Identifiers—"Loss Childhood psychopathology can be viewed as normal development gone swry. The key to the mysteries of masked depression and of depression in the infant (toddler period and in middle childhood lies in the concept of loss. Children who experience the loss of a loved parent or caretaker through that person's death may evidence a variety of behaviors (anger, acting-out, anxiety, denial) which can be interpreted as masked depression. Depression can also be caused by a loss of self-esteem. Loss of a caretaker and loss of self-esteem may be similar in some respects, but are different in their origins. Loss of a loved caretaker appears fully formed in early development. Loss of self-esteem develops over time and is heavily influenced by experience and learning. The general conclusion from research on self-esteem loss is that depression is not possible in middle childhood. Studies of self-esteem, however, assume a normal child in a growth-producing environment while clinicans should not uncritically accept the conclusion that depression is impossible in middle childhood. Studies of self-esteem, however, assume a normal child in a growth-producing environment while clinicans should not uncritically accept the conclusion that depression is impossible in middle childhood. Studies of self-esteem, in normal development and attempt to understand what happens to normal development to divert it from its course. (NB)

E.D 275 936 CG 019 468
Rubia, Amy And Others
The Relationship of Negative Affect and Thought:
Time Series Analyses.
Pub Date—Aug 36
Note—20p; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
Pub Type—Reports P.

tion (94th, Washington, DC, August 22-26, 1986).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MP61/PC01 Pins Postage.

Descriptors—"Affective Behavior, "Cognitive Processes, College Students, Emotional Response, Higher Education, "Relationship Identifiers—"Moods, "Negative Affect
In recent years, the relationship between moods and thoughts has been the focus of much theorizing and some empirical work. A study was undertaken to examine the intraindividual relationship between negative affect and negative thoughts using a Box-Jenkins time series analysis. College students (N=33) completed a measure of negative mood and thoughts twice daily for 61 consecutive days. A negative thought scale derived from the Automatic Thoughts Questionnaire and a measure of the broad dimension of negative affect were scored. Autoregressive, integrated, moving-average (ARIMA) modeling for each individual's negative affect and thought series indicated considerable day-to-day dependency. Cross-correlations of the prewhitened series indicated that 21 subjects (64%) showed a relationship between morning mood and evening thought, or vice versa. Overall, the findings suggest that the temporal-causal order of these relationships appears more complex than existing theories would predict. A number of reasons are possible for the lack of clear association between causal orders. (Author/NB)

ED 275 937 CG 019 469 Lebow, Jay L. Training in Family Therapy in Family Institute Settings. Pub Date—Aug 86

Note—15p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).

vention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).

Pab Type— Opinion Papers (120) — Speeches/ Meeting Papers (150)

EDRS Price - MF01/F01 Plus Pestage.
Descriptors—"College Programs, Counselor Training, Educational Cooperation, "Family Counseling," Graduate Students, Higher Education, Institutes (Training Programs), "Institutional Cooperation," Professional Training, "Psychologists, Systems Approach, Therapists Identifiers—"Family Institutes

There are many issues to consider in the training of psychology graduate students in a family institute setting, offers both unique opportunities and some liabilities. Advantages to training in family institute setting, offers both unique opportunities and some liabilities. Advantages to training in this type of setting include: (1) the ability to fully teach a model by laying a theory and method of intervention, demonstrating that model with clinical examples in live supervision, and supervising trainees in the treatment of cases within that model; (2) the possibility of merging research, teaching, and practice; (3) the interdisciplinary nature of the training; and (4) the presence of at least some modicum of shared vision across staff involved in training, Difficulties of training in the family institute setting concern issues of time, effort, and focus. Interface issues with the resident training program and the competing demands to which students are subjected may also arise as difficulties for the family institute through course work overviewing the family institutes must think about how best to structure the

ED 275 938 CG 019 470

ED 275 938

Bayer, Alan E. Baker, Daniel H.

Adolescent Eating Disorders: Anorexia and Bulimia. Publication 352-004.

Virginia Cooperative Extension Service, Blacks-

Ilsuis. Publicative 352-004.
Virginia Cooperative Extension Service, Blackaburg.
Pub Date—Jan 86
Note—13p.
Pub Type— Information Analyses (070)
EDBS Price - MF0I/PC01 Plus Postage.
Descriptors—"Adolescents, "Anorexia Nervosa, "Bulimia, Clinical Diagnosis, Counseling Techniques, Eating Habits, "identification, "Intervention, "Prevention, Psychological Patterns
This document presents an overview of anorexia nervosa and bulimia in adolescents. A brief review of the historical background of these eating disorders is included. Causes of anorexia and bulimia are discussed and physical, behavioral, emotional, and preceptual characteristics of the disorders are listed in a section on symptoms. The need for a thorough physical examination for an adolescent suspected of developing anorexia or bulimia is stressed and information to give physicians concerning changes in the patient's weight, menstruation, eating habits, personality, or behavior is discussed. A section on treatment explains hospitalization for anorexics and bulimics and briefly describes several therapeutic interventions: (1) behavior modification; (2) individual therapy; (3) family therapy; (4) group therapy; (5) from therapy; (5) bibliotherapy; (7) reality imaging; (8) education; and (9) hyponotherapy. Prognosis and prevention are discussed and a bibliography for additional reading is included. (NB)

ED 275 939 CG 019 471

DiBlasio, Frederick A.

Research Related to the Prevention of Mental

Illness, Mental Retardation and Substance
Abuse: Stimulating Collsboration between University-Based Researchers and Service Providers. Proceedings of the Virginis Symposium on

Research Related to the Prevention of Mental

Illness, Mental Retardation, and Substance
Abuse Gloucester, Virginia, May 8-10, 1985.

Virginia Commonwealth Univ., Richmond. School
of Social Work.

Spons Agency—Virginia State Dept. of Mental

Health and Mental Retardation, Richmond. Office of Prevention and Information Services.

Pub Date—Dec 85

Note—60p.
Pub Type— Collected Works - Proceedings (621)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Cooperation, Drug Abuse, Human
Services, "Institutional Cooperation, "Mental
Disorders, "Mental Retardation, "Prevention,
"Research and Development, "Theory Practice
Relationship

Disorders, "Mental Retardation, "Prevention, "Research and Development, "Theory Practice Relationship Identifiers—"Substance Abuse, Virginia This document contains a summary of the 3-day Conference on Research Related to the Prevention of Mental Illness, Mental Retardation, and Substance Abuse. Part I, introduction, discusses the need to stimulate collaboration between service providers and university-based researchers as the prinary good of the conference and lists specific objectives developed to achieve this goal. Participants at the conference are described and the nature of Community Service Boards is explained. The prepared text of King Davis' keynote address is presented in part II of the report, "Higher Education in the Public Health Systems: Approaches to Collaboration." In his address, Davis discusses the issues of interim strategies, prevention phases, historical overview, knowledge and public policy, parallels in medicine, state and federal responsibility, goals of state mental health, higher education, higher education and mental health, higher education, Part III looks at the needs and obstacles involved in promoting collaboration and part IV examines future directions for collaboration. The appendices contain a list of participants, conference evaluation results, and the conference agenda. References are included. (NB)

evaluation results, and the conference agenda. References are included. (NB)

CG 019 472

Long. Vonda Otton Heggen, Carolyn Holderread
Clergy Perceptions of Spiritual Health for Adults,
Men., and Women.
Pub Date.—7 Nov 86

Note.—21p; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
Pub Type.— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Avalisable from EDRS.
Descriptors.—\*Attitudes, \*Clergy, \*Mentai Health, \*Sex Bias, Sex Differences, \*Sex Role Identiflers.—\*Spiritual Health
Although the relationship that spiritual health has long been a focus of research, there is no research to date that has investigated actual perceptions of what constitutes spiritual health. A study was conducted to examine the perceptions of clergy on spiritual health as it pertains to the ideal for adults, adult males, and adult females. A questionnaire consisting of 62 bipolar items was given to active clergy (N=77) in New Mexico with one of three sets of instructions. Respondents indicated which of each set of characteristics listed on the questionnaire was most descriptive of a spiritually healthy: (1) adult, gender unspecified; (2) adult male; or (3) adult female. The results showed that judgments differed as a function of the gender of the person being judged. It was also found that spiritual health for males was not viewed as significantly different from spiritual health for both adults and males. These findings have direct implications for counseling and represent an obvious dilemma for women who are in search of both spiritual and psychological health. A three-page list of references and two data tables conclude the document. (Author/NB)

CG 019 473

CG 019 47
Long, Vonda Olson
Relationable of Masculinity to Self-Esteem &
Self-Acceptance in Male Professionals, College
Students, Clients & Perpetrators of Domestic
Violence.
Pub DetailAcc 861

Violence.
Pub Date—[Apr 86]
Noto—20p; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MPDI Plus Postage, PC Not Available from EDRS.
Descriptors—Client Characteristics (Human Services), College Students, Family Violence, Higher

Education, \*Males, \*Mental Health, \*Predictor Variables, Professional Personnel, \*Self Esteem Identifiers—\*Masculinity
Previous studies which have suggested that masculinity is a strong predictor of mental health have been generally limited to college student populations, or have focused specifically on women. The present study investigated the relationship of masculinity to self-esteem and self-acceptance in male professionals (N=96), clients (N=5)s, and perpetrators of domestic violence (N=19), as well as college students (N=73). The Personal Orientation Inventory, Bem Sex Role Inventory, and Rotter Internal-External Locus of Control Scale were administered to subjects, along with a demographic data sheet. Correlations were used to investigate the relationship and relative predictive significance of masculinity, femininity, education, occupation, and locus of control to self-esteem and self-acceptance. Masculinity was found to be the best predictor of self-esteem in all groupe accept students, where no variable emerged as a significant predictor, and the best predictor of self-acceptance for clients. Femininity was trievant in all groupe. (Author)

ED 275 942

ED 275 942 CG 019 474

ninity was irrelevant in all groups. (Author)

ED 275 942

CG 019 474

O'Neil, James M. And Others

New Perspectives in Career Counseling with Dust-Career Couples.

Pub Date—24 pg. 86

Note—24p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). Tables 1 and 2 contain small, broken type.

Pub Type—Reports - General (140) — Speeches/-Meeting Papers (150)

EDSS Price - MF01/PC01 Plus Pestags.

Descriptors—"Career Counseling. "Counseling Services. "Dual Career Pamily, "Evaluation Methods, "Life Style, Marital Satisfaction, "Mid-life Transitions, Models, Sex Role

This paper provides an overview of the results of 20-month review of the popular, professional, and research literature on dual-career couples undertaken to advance the theory and practice of career counseling with dual-career couples. The results described have direct application to assessing normative dilemans and themse that occur during career transitions of dual-career couples. Seven conclusions about dual-career couples is presented. Twenty-one career transitions are enumerated and defined. These transitions are discussed in the context of how normative dilemans occur for couples. Career dilemans, gender-role dilemans, and marriage-family dilemans are defined and discussed as significant topics in the dual-career lifestyle. Implications of the model for counseling couples is presented. (NB)

ED 275 943

CG 019 475

ED 275 943 CG 019 475

ED 275 943
Groznickle, Donald R.
High School Dropouts: Cames, Consequences, and
Care, Facthack 242.
Phi Delta Kappa Educational Foundation, Bioomington, Ind.
Report No.—ISBN-0-87367-242-9
Pub Date—86
Note—28p.
Available from—Phi Delta Kappa Educational
Foundation, Eighth and Unice, Box 789, Bioomington, IN 47402 (30.90; 50.75 to Phi Delta
Kappa members; quantity discounta).
Pub Type—Reports - General (140)
EDRS Price - MP61/PCD2 Plus Pestage.
Descriptors—"Dropout Prevention, "Dropout Programs, Dropouts, High Risk Students, High Schools, "High School Students, Models, "Potential Dropouts, Program Development, "School Role
This booklet addresses the issue of high school dropouts. The dropout problem is briefly reviewed and dropout statistics are presented. A section on identifying the dropout lists early warning signs of potential dropout and examines reasons for dropping out. Seven profiles of dropouts are included which provide personal insights, describe frustranswhich led to the decision to leave school, and suggest the magnitude of the efforts needed to prevent dropouts. Key features of a comprehensive dropout prevention program are given and a variety of approaches used by schools to address the dropout problem are listed. Steps in planning a compre-

ve dropout prevention program are enumer-and models of comprehensive programs are y described. Suggestions are made for how pals and teachers can help in the dropout pre-me effort. References are included. (NB)

principals and teachers can help in the dropout prevention effort. References are included. (NB)

ED 275 944

CG 019 476

Rowney, David M.

Dealing with Abmornal Behavior in the Clasuroom.

Fasthack 245.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-245-3

Pub Date—8-6

Note—42p.

Available from—Phi Delta Kappa Educational
Foundation, Bighth and Union, Box 789, Bloomington, IN 47402 (80.90; 80.75 to Phi Delta
Kappa members; quantity discounts).

Pub Type—Reports - General (140)

EDRS Price - MP01/PC02 Plus Prestage.

Descriptors—"Aggression, "Behavior Problems, Children, "Classroom Techniques, "Depression (Psychology), Discipline, Elementary Secondary Education, "Hyperactivity, Student Behavior, Teacher Role

Identifier—"Shyness

This booklet discusses four of the more common classroom behavior disorders with which teachers must deal: hyperactivity, childhood depression, extreme shyness, and aggressive behavior. In the section on hyperactivity, three characteristics—excessive motor activity, inattentiveness, and impulsiveness—are listed as constituting the hyperactivity syndrome. The term Attention Deficit Disorder is explained. A case study of a hyperactive child is presented, assessment of hyperactivity discussed, causes of hyperactivity are considered, treatment is reviewed, and the prognosis for hyperactive children is described. The section on childhood depression, existent is reviewed, and the prognosis for hyperactive children is described. The section on childhood depression presents a case study of a depressed child and addresses the issues of assessment, causes of childhood depression, and intervention strategies are also described for the disorders of extreme shyness and aggressive behavior. References are included. (Author/NB)

ED 275 945

CG 019 477

owen, Gary L.

pouse Support and the Retention Intentions of
Air Force Members: A Basis for Program Devel-

Spease Support and the Retention Intentions of Air Force Members: A Basis for Program Development.

Pub Date—Nov 86
Note—46p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Dearborn, MI, November 3-7, 1986).

Pub Type—Reports—Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP61/PC22 Pius Postage.
Descriptors—Career Change, "Career Choice, Life Satisfaction, "Military Personnel, Morale, Personnel Policy, "Social Support Groups, "Spouses Identifiers—"Air Force, "Military Reenlistment In recent years, the military services have become interested in developing personnel policies and support programs which enable military personnel to insent military objectives and still maintain a viable personal and family life. A study was undertaken to evaluate the direct and indirect impact of spouse support of the members' career. The sample consisted of 270 enlisted men and their wives, 36 officer men and their wives, and 91 enlisted women and their husbands. All subjects had carved in the Air Force less than 10 years. A path analysis of interview data from the subjects revealed that spouse support that members receive in their Air Force careers may be significantly affected by programs and services that enhance the quality of life for families, especially programs and services that of spouse support that members receive in their Air Force careers may be significantly affected by programs and services that enhance the quality of life for families, especially programs and services that of a pouse support that members receive in their Air Force careers may be significantly affected by programs and services that enhance the quality of life for families, especially programs and services that form the subjects and entire the programs and services that enhance the quality of life for families, especially programs and services that form the subjects and entire the programs and envices that enhance the quality of life for families, especially programs and services that on the programs

ED 275 946

Rounds, James R., Jr. Neubauer, Nancy A.
Individual Differences in Perceptions of Disabilities: An Application to Rehabilitation Counse CG 019 478

Pub Date—17 Apr 86

Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). For related document, see CG 019 450. Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MP61/PC02 Plus Postage.
Descriptors—Counselor Training, \*Disabilities, \*Graduate Students, Higher Education, \*Individual Differences, \*Rehabilitation Counseling, \*Student Attitudes
How people perceive disabilities plays an important role in the lives of individuals with disabilities, in rehabilitation theories, and in the professional training and practice of rehabilitation counselors. Individual differences in subjective perceptions of disabilities were investigated. Thirty-seven applicants (22 unsuccessful and 15 successful) to a rehabilitation counseling master's degree program and 29 graduate students (12 first year and 17 second year) in this program judged the similarity of all possible pairs of 12 disabilities. In addition, each of the 12 disabilities was rated on 15 attribute scales. The similarity judgments were scaled with a three-way multidimensional scaling (MDS) analysis, yielding a three-dimensional scaling the similarities among disabilities. A comparison of these results with prior research and the applicability of the MDS dimensions to the design of interventions for changing attitudes toward disabilities are discussed. (Author/NB)

ED 275 947 CG 019 479

Little, Linda F. Gestalt Therapy with Females Involved in Inti-mate Violence. Pub Date—May 86

Pub Date—May 86

Note—26p.; Paper presented at the National Symposium on Building Family Strengths (9th, Lincoln, NE, May 14-16, 1986).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Battered Women, "Counseling Objectives, Counseling Techniques, "Pamily Violence, "Females, "Gestalt Therapy, Individual Counseling, "Interpressonal Relationship, Victims of Crime (Identifiers—"Intimacy

Identifiers—"Intimacy
This paper notes recent evidence suggesting that couples characterized by violent interactions respond best to therapy when seen first in individual therapy sessions. Clinicians are then presented with a Gestatt therapy approach to intervening in cases of intimate violence that goes beyond crisis intervention. The focus is on the female's roles in intimate violence as supported in the related literature Gestatt therapy theory and techniques are applied to the literature on females involved in intimate violence and illustrations are presented. Gestalt therapy is defined and several goals of Gestalt therapy are explained, including; (1) acceptance of reality; (2) increased awareness; (3) integration of opposites; (4) responsibility; (5) maturity; (6) surhenticity; (7) self regulation; and (8) behavior change. Suggestions for couple's therapy are provided. References are included. (NB) ntifiers-\*Intimacy

Video. Reterences are incruded. (NS)

ED 275 948

Keeping the Options Open: Recommendations.
Final Report of the Commission on Precallege
Guidance and Counsellag.
College Entrance Examination Board, New York,
N.Y.

Pub Date—Oct 86

Note—52p.
Pub Type— Reports - General (140)

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—Community Cooperation, \*Counselor Role, Counselor Training, \*Developmental Programs, Elementary Secondary Education, Federal
Aid, Models, Parent School Relationship,
\*School Counseling, \*School Guidance, State
Aid, \*Student Needs
This document presents the final report from a

This document presents the final report from a 2-year investigation conducted by a College Board-appointed commission to examine the provi-

sion of precollege guidance and counseling in achools in the United States. The first section of the report contains a summary of the commission's work and lists four priority recommendations and four other recommendations for action in the schools. The second section examines each of the four priority recommendations discussed in this section concern: (I) establishing a kindergarten through grade 12 comprehensive and developmental model of precollege guidance and counseling; (2) making guidance counselors counselors contral rather than peripheral to teaching and learning in the schools; (3) making greater efforts to involve parents; and (4) providing students with earlier and more consistent access to counseling. The third section of the report examines the other four recommendations individually, three of which address the need for a commitment of support and collaboration of resources at the community, state, and federal levels, and one which calls for a revision of counselor training programs to include the skills and knowledge needed to carry out the proposed model of precollege guidance and counseling. An appendix contains a synopsis of the commission's interim report. (NB)

counseling. An appendix contains a synopais of the commission's interim report. (NB)

ED 275 949

Lee, Lucienne A.

Rape Prevention: Experiential Training for Mea.

Note—10p; Paper presented at the Annual Meeting of th American College Personnel Association (New Orleans, LA, April 9-12; 1986).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Prestage.

Descriptors—College Students, "Experiential Learning, Higher Education, Individual Power, "Males, "Prevention, "Rape, Secondary Education, "Workshops

This report describes the Rape Prevention Education Project, an experiential program designed to educate men about the myths and facts of rape and to increase their empathic understanding of the rape victim. The four parts of the educational workshops contained in the program are listed: (1) defining rape, explaining the severity of the problem, and countering myths with facts; (2) fostering an empathic understanding of victims by using first-person narratives of rape; (3) developing the man's sense of responsibility to prevent rape; and (4) discussing how men can create a safer community. The results of a preliminary evaluation of the effectiveness of the program is also provided. Data from 24 male college undergraduates who participated in the Rape Prevention Education Program suggest that participants showed a shift in their attitudes toward rape. The paper concludes that more proactive programs which target rapists or potential rapists are needed to help decrease the incidence of rape, and that attention be devoted to the prevention of rape as well as to the treatment of rape victims. (NB)

ED 275 950

CG 019 482
Engel, John W.
A Comparison of Jaganese and American Housewires' Attitudes toward Employment of Women.
Spons Agency—Centre for Research in Education and Work (Australia).
Pub Date—5 Nov 86
Note—19p.; Paper presented at the Annual Conference of the National Council on Family Relations (Dearborn, MI, November 3-7, 1986).
Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Cross Cultural Studies, Cultural Dif-ference, \*Employed Women, Employment, \*Fe-males, \*Homsemakers, \*North Americans, \*Work

males, "Homemakers, "North Americans, "work Attitudes Identifiers—Americans (United States), Japan, "Japanese People, United States This study describes the attitudes of Japanese housewives toward women's employment, and compares them with those of American housewives. A questionnaire was designed to assess beliefs and attitudes related to women's roles in work and family life. It was translated into Japanese for purposes of comparison. Questionnaires were administered to over 200 Japanese and American housewives. T-tests were used to test for significance of differences between groups. The results showed that Japanese and American housewives had only a slight tendency to believe that they could be happy as full-time housewives. Both groups agreed that a mother should not be employed when there is an

infant or pre-school child in the family. In compari-son with American housewives, Japanese house-wives tended to believe more strongly that a wife/mother's employment would have harmful ef-fects on marriage and child development; that ma-ried women should be home rearing children instead of working outside the home; and that a wife/mother should not be employed when there is a school-aged or teenage child in the family, or when a husband wants her home. American hous-wives tended to believe more strongly that women are capable of handling both homemaking and ca-preer responsibilities. Findings are discussed in terms of comparative cultural traditions and change. (Au-thor)

of comparative cultural traditions and change. (Author)

ED 275 951

CG 019 483

Purker, Rebecca: Aldred, Karen E.

Iavolvament in Learning: The Role of Student Affairs Professionals.

Pub Date—10 Apr 86

Note—22p; Paper presented at the Annual Meeting of the American College Personnel Association (New Orieans, LA, April 9-12, 1986).

Pub Type— Reports — Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Poetage.

Descriptors—\*College Programs, Higher Education, Learning Experience, Role Perception, \*Student Participation, \*Student Personnel Services, Student Personnel Workers, \*Undergraduate Students

This paper begins by discussing a National Institute of Education report (NIE, 1984) which was compiled by the study group on the conditions of excellence in American higher education and which focused on student involvement, higher expectations, and assessment and feedback. The NIE report is presented as a framework which academic professionals can use to evaluate and develop programs to enhance the quality of undergraduate education. The roles of student affairs professionals in contributing to quality education are highlighted and principles of student involvement and assessment and how they are being implemented into practice through student development programs are discussed. A new theory of Student involvement (Asin, 1985) is presented and three theories of student learning (content, resource, and individualized) are examined. A possible assessment approach which could be used by professionals to evaluate the contributions made by student affairs programs and by the quality of student involvement to the overall education of undergraduates is presented. A section on implementation of the principles identifies six developmental needs of students and review the ways that various student affairs programs and by the quality of student involvement to the overall education of undergraduates in presented into the same development and section addresses the insure of various student develo

ED 275 952 CG 019 484

Flemming, Arthur S. And Others
Mental Health Services for the Elderly: Report on
a Survey of Community Mental Health Centers.
Volume III.
White House Conference on Aging, Washington,
D.C.

White House Conference on Aging, Washington,
D.C.
Spons Agency—Retirement Research Foundation.
Pub Date—86
Note—86
Note—104p.; For Volumes I and II, see ED 270
695-700. Appendix B contains small print.
Pub Type—Reports - Evaluative (142)
EDRS Prics - MF01/PC05 Plus Pustage.
Descriptors—9 Agency Cooperation, Block Grants,
"Community Programs, "Delivery Systems, "Followup Studies, "Mental Health Programs, "Older
Adults, Social Services, Surveys
This is the third volume of a three-volume report
on the Community Mental Health Center (CMHC)
survey project undertaken to assess the impact of
the Alcohol, Drug Abuse, and Mental Health Services (ADMS) block grant program on the delivery
of mental health services to older persons. This volume presents results from a 2-year follow-up survey
(1985) of 224 CMHCs in 44 states to determine the
on-going impact of the ADMS block grant on the
provision of services. Chapter I examines issues in
mental health services for the elderly. Chapter II
describes the 1985 survey. Chapter III decribes site
visits to CMHCs, Area Agencies on Aging (AAAs),
and senior centers. Chapter IV presents findings

from the 1985 survey and site visits that showed that: (1) the block grant funding method on CMHC programs and on geristric mental health services continued to have a negative impact; (2) the aged remain an underserved population within CMHCs; (3) there is little cooperative interaction between CMHCs and AAAs and senior centers; (4) CMHC staff have inadequate training in geristrics; and (5) service staff for the aged are inadequately trained in mental health. Also presented are recommendations for federal, state, and local reform. Chapter V describes five model programs which demonstrate successful efforts to deliver mental health services to the aged. Appendices include a summary of the 1983 survey and site visits; the 1985 survey instrument and interview protocols; and a tabulation giving levels of statistical significance. Thirty-five references are provided. (NB)

ED 275 953 CG 019 485

ED 275 953

Friedlander, Myrna L

The Phenomenal Self, Strategic Self-Presentation, and Kohut's Self Psychology.

Pub Date—Aug 86

Note—10p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Client Characteristics (Human Services), "Counseling, "Psychotherapy, Research and Development, "Self Esteem, Self Expression, "Social Psychology, "Theory Practice Relationship

and Development, "Self Esteem, Self Estression, "Social Psychology, "Theory Practice Relationship Identifiers—Counseling Psychology, "Kohut (Heinz), "Narcissism The general purpose of this paper is to illustrate how social psychological perspectives on the self can enhance a clinical understanding of client problems and psychotherapy. This discussion, which bridges two highly divergent strands of literature, points out the value of complementing clinically derived theory with more rigorously researched social psychological constructs. Specifically, Kohut's self spychology and the treatment of narcissistic personality disorders are described. Two areas of social psychological theory are presented with interesting links to Kohut's work: the Self-Esteem Maintenance Model (Tesser & Campbell, 1983) and strategic self-presentation (Priediander & Schwart, 1985; Jones & Pittman, 1982; Tedeschi & Norman, 1985). References are included. (Author)

ED 275 954

Brown, William F. Forrintall-Brown, Dorothy Z.
Assessed Effectivesses of the Computer-Assisted
Study Skills Improvement Program (CASSIP)
as Reported by Program Directors.
Pub Date—Apr 86
Note—13p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
Pub Type—Reports. Research (143)—Speeches/-

vention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF61/PC01 Plus Postage.

Descriptors—"Computer Assisted Instruction, Higher Education, Learning Strategies, \*Program Effectiveness, Secondary Education, \*Skill Development, Student Development, \*Study Skills Improvement Program

The Computer-Assisted Study Skills Improvement Program (CASSIP) uses interactive instruction with a computer in these areas: managing time, improving memory, taking lecture notes, reading textbooks, taking examinations, writing themes and reports, making oral reports, improving scholastic motivation, improving interpersonal relations, and improving concentration. This study surveyed by questionnaire the reactions of CASSIP were (1) counselees could proceed at their own pace, take better notes from the computer, and review as needed; (2) the computer was not judgmental and did not forget material or digress from the subject; and (3) the computer presented material in smaller units, provided counselees with instantaneous feed-ack, worked unlimited hours, and could store large amounts of information. Disadvantage of CASSIP were also reported. One disadvantage was that the counselees might accept information without questing the counselees might ac

tioning its validity and might act on the computer's suggestions without seeking help in their evaluation. Another disadvantage was that the computer lacked human feelings such as empathy, was insensitive to counselee needs, and had limited capacity for individualized responses to counselees; it was also reported that the computer could permit too easy access to confidential files, required programming atills not usually possessed by counselors, and start-up costs could exceed resources. It appears that CASSIPs advantages, however, outweigh its disadvantages. (ABL)

ED 275 955

Bubenzer, Donald L. And Others

Live Counseler Supervision: Focus on Trainee,
Acculturation and Supervisor Intervention

Skills.

Pub Date—Oct 86

Note—14p.; Paper presented at the North Central
Association for Counselor Education and Supervision Conference (Kansas City, MO, October
9-12, 1986).

Pub Typo—Guidea M.

Association for Colonical Paticasion and Supervision Conference (Kanasa City, MO, October 9-12, 1986).

Pub Type — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Clinical Experience, College Students, "Counseling, "Counselor Educators, "Counselor Training, "Experiential Learning, "Supervision of the counselor trainee by a supervisor during an actual counseling session is the topic of this presentation. The first page, presented in outline form, lists six types of live supervision. The second page is a flow chart for considerations and decisions in the live supervision of therapist train-ex. The third through sixth pages present the following topics in outline form: (1) trainee assessment and pre-ession considerations, including assessing generic skills, defining strategies, and aspects of the therapeutic-supervisory process; (2) during session considerations including domains of intervention, factors in the decisions to intervention, factors in the decisions about intervention-reintervention, and (3) post-session considerations, and camples of intervention-recost, examples of phone-ims, and examples of interventions. A bibliography is included. (ABL)

ED 275 956

CG 019 488

process, examples of phone-ins, and examples of reterventions. A bibliography is included. (ABL)

ED 275 956

CG 019 488

Hall, Elena C. Thomas

The Perceptions and Views on Family Interaction and Relationships of Middle Children from Large Families. An Informal Mini Survey.

Pub Date—86

Note—40p.

Pub Type— Reports - Research (143) — Tests/
Questionnaires (166)

EDRS Price - MPHI/PC02 Plus Postage.

Descriptors—Adults, "Birth Order, Family Life,
"Family Relationship, "Pamily Size, "Life Satisfaction, Siblings

Identifiers—"Large Families, "Middle Children

In Adler's Theory of Individual Psychology the alginificance of birth order position in the family constellation depends on the interpretation given to it by the child, which in turn influences his charact. This study surveyed the perceptions of middle children in large families. Subjects (N = 13) were middle children in families of more than five children and an odd number of children, selected from referrals by researcher's relatives, friends, colleagues, and students. Subjects were mailed a questionnaire requesting demographic characteristics, level of education, occupational status, family interactions, and family members' perceptions with space for comments. Results showed that for the middle child respondents: (1) 85 percent perceived that they were most like one of their parents; (2) 85 percent had taken care of the youngest child; (3) 77 percent reported that one family member was picked on; (4) 38 percent reported having received the most time of their parents; (2) 85 percent perceived the most time of their parents; and (5) 31 percent felt they got a way with the most in their families. In general, results of the survey indicated that middle children from large families with odd numbers of children were content with their birth order position. Fourteen tables and the study instrument are appended. (ABL)

ED 275 957 Prager, Karen J. CG 019 489

Intimacy Status and Couple Communication.
Spons Agency—Texas Univ., Dallas.
Pub Date—Apr 86
Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
Patr Tune.

ing of the American Educational Research Association (67th, San Francisco, CA, April 16-20,
1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PO12 Plus Pestage.
Descriptora—College Students, "Dating (Social),
Higher Education, "Interpersonal Communication, "Self Disclosure (Individuals), "Spouses
Identifiers—"Intimacy
Based on Erikson's theory that successful resolution of the intimacy versus isolation crisis results in
the enhancement of one's capacity to maintain close
relationships, it was hypothesized that a fully developed capacity for intimacy would affect the depth of
a person's self-disclosure to his or her romantic partmer. A sample of \$3 couples ranging in age from 19
to \$7 completed an intimacy status interview, the
Jourard Self-Disclosure Questionnaire (JSDQ), and
a relationship satisfaction measure, and were videotaged while discussing topics of varying levels of
privacy from the JDSQ. Those with full versus partial resolutions to the intimacy crisis were best differentiated by their JSDQ stores, their satisfaction
soores, and the percentage of their dialogues that
was high in both private description and affect. The
best predictor of an individual's behavioral self-disclosure was his or her partner's self-disclosure level.
Similarly, the best predictor of one partner's positiveness was the other's level of positiveness. When
disclosure levels were high, the relationship between the partners' disclosure levels disappeared
unless both had fully developed capacities for intimacy, Results were interpreted as supporting Briksoon's theory. Forty-two references are included.
(Author)

CG 019 45
Child Pornography and Pedophillia. Report Made
by the Fermanent Subcommittee on Investigations of the Committee on Governmental Affairs.
United States Senate, Ninety-Ninth Congress,
Second Session. CG 019 490

Second Session.

Congress of the U.S., Washington, D.C. Senate Committee on Governmental Affairs.

Report No.—Senate-R-99-537
Pub Date—9 Oct 86

Note—57p.
Pub Type—Legal/Legislative/Regulatory Materials (090)

aus (1997)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Child Abuse, Children, \*Government Role, International Cooperation, Pornography, \*Prevention, \*Sexual Abuse, \*Victims of

EDJ 275 959 Governor's Task Force on Alcehol Abuse by Youth and Young Adults. Final Report to the Governor. Maryland Governor's Task Force on Alcohe Abuse by Youth and Young Adults, Annapolin

Pub Date—31 Oct 86
Note—35p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MP01/PC02 Plus Poetage.
Descriptors—"Adolescents, "Drinking, "Drug
Abuse, Individual Needs, "Prevention, School
Activities, State Programs, "Young Adults
Identifiers—"Alcohol Abuse, Maryland, "Substance Abuse

Identifiers—"Alcohol Abuse, Maryland, "Substance Abuse
This is a report of a governor's task force established to investigate alcohol abuse by youth and young adults in Maryland. Since the task force was informed that young people use whatever drug is readily available including marijuana and cocaine, substance abuse in general is included in the report. The introduction discusses the task force's beliefs and actions. The task force warns that if the issue of adolescent substance abuse is not dealt with effectively now, the financial and emotional costs will be greater in the future. The executive summary lists 31 recommendations in five areas which are further elaborated upon in subsequent sections of the document; these areas are: (1) coordination, cooperation, and implementation of services; (2) public awareness prevention programs; (3) school-based prevention programs; (4) intervention actions by local boards of education, the state legislature, and the governor and legislature; and (3) treatment services which can be affected or created by the governor and state legislature; as well as by the Special Office on Substance Abuse. Included in the appendix is a description of the task force's survey process which gathered information on adolescent substance abuse from service providers and advisory groups. (ABL)

ED 275 960

Marks, Ellen L. Bogurt, Joanne
An Analysis of ECIA Chapter 1 State Programs for
Neglected or Delinquent Children.
Policy Studies Associates, Inc., Washington, D.C.
Spons Agency—Department of Education, Washington, D.C. Office of Planning, Budget, and Evaluation.

uation.

Pub Date—Jun 86
Contract—300-85-0103
Note—117p.
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adolescents, "Child Neglect, Children, "Delinquency, Elementary Secondary Education, "Federal Aid, Grants, "Program Evaluation, "School Activities, School Districts, "State Programs
Identifiers—"Education Consolidation Improvement Act Chapter 1

\*State Programs
Identifiers—"Education Consolidation Improvement Act Chapter 1
Chapter 1 of the Education Consolidation and Improvement Act provides basic grants to local school districts to provide supplemental services for students from migrant families, students in state for students from migrant families, students in state-operated or supported institutions for the neglected or delinquent (N or D). This report, funded by the United States Department of Education and intended for federal policymakers, presents an analysis of state Chapter 1 programs for N or D students. The following topics are discussed in separate sections of the report: (1) federal and state administrative operations including responsibilities of state educational agencies; (2) facility operations including specifics of three state programs as well as a general overview; and (3) transitional programs including alternative high schools and group homes. A final soction discusses findings and conclusions in the areas of quality of program information, compliance, program identity, and transitional programs. The report concludes that although the N and D program needs fine tuning, the program is generally well-executed end students enrolled in Chapter 1 classes show improvement. Appendixes list discussion topics for state directors about N or D services, and questions to be discussed during on-site visits to N or D facilities. (ABL)

ED 275 961
Guarino, Suson
Delinquent Youth and Family Violence: A Study of
Abuse and Neglect in the Homes of Serious
Juvenile Offenders,
Massachusetts State Dept. of Youth Services, Bos-

ton. Report No.—14,020-200-74-2-86-CR Pub Date—May 85 Note—76p. Pub Type— Reports - Research (143) — Tests/

Questionnaires (160)
EDRS Price - MF91/PC94 Plus Pestage.
Descriptors—"Adolescents, "Child Abue.
Pescriptors—"Adolescents, "Child Abue.
Regiect, Criminals, "Delinquency, "Family Relationship, "Family Violence, Intervention
Identifiers—"Massachusetts
This report on a study of family violence in the homes of serious juvenile offenders in the Commonwealth of Massachusetts contains a brief introduction and seven substantive sections. Sections 2, 3 and 4 review the literature with regard to the extent of family violence, the consequences of childhood victimization, and societal reaction to the problem. The research design and methodology are detailed in section 5, and findings are presented in sections 6 and 7. Findings indicate that: (1) one-half of the youths had been exposed to violence or serious neglect in tir home; (2) the majority of abused or neglected youths had not been reported to the Department of Social Services for parental abuse or neglect nor had they received any counseling services prior to commitment as juvenile offenders; (3) nearly twice as many multiply-abused youths were reported to Social Services as those suffering only one type of abuse; (4) abused youths without abused abhings had attempted suicide at a much higher incidence than abused youth with abused sibings; (5) certain economic or ethnic groups were more likely to be involved in abusive situations than were others, with stepparents increasing the likelihood of multiple forms of abuse; (6) no apparent relationship between drug or alcohol involvement, psychological problems, attempted suicide, and exposure to family violence was found; and (7) demographic characteristics did not distinguish reported families from non-reported families. A section of conclusions discrusses policy implications and offers specific recommendations for identification, response, and intervention. Appendices provide definitions of abuse and neglect categories and copies of the study instruments. A 56-item bibliography is included.

(ABL)

ED 275 962

Buckner, Jamie And Others
Child Abuse and Neglect Training Program: Final CG 019 494

Report. South East Regional Resource Center, Juneau,

Alaska Spons Agency—Alaska State Dept. of Health and Social Services, Juneau. Div. of Family and Youth

Services. Pub Date—[84]

Pub Date—[84]
Note—94p.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MP01/PC04 Plus Pestage.
Descriptors—\*Child Abuse, \*Child Neglect, Networks, \*Outreach Programs, \*Program Evaluation, \*Rural Population, \*Training Identifiers—\*Alaska
This resort concerns a pilot child abuse and ne-

tion, "Rural Population, "Training Identifiers—"Alaska
This report concerns a pilot child abuse and neglect training project operated from mid-February through June 1984 by a regional resource center and six school districts in rural Alaska. The stated objectives of the program were: (1) to identify individuals in rural service committees to serve as child abuse and neglect network members; (2) to identify agencies qualified to provide child protection, prevention, and treatment services; (3) to strengthen networks among service agencies; (4) to coordinate, develop, and implement a training plan; (5) to establish and strengthen networks between community providers and itinerant service provider agencies in order to facilitate referral and monitoring; and (6) to establish a continuous procedure for networking and training. The four sequential phases of the program were outreach, organization, networking, and training. The three parts of the report consist of an overview of the project, an internal evaluation and a summary section containing conclusions about the project's effectiveness and implementation as well as recommendations for others undertaking similar projects. Appendices, which make up over half of the document, include survey forms, citizen and conference participant comments, and ranking of training needs. (ABL)

CG 019 495 ED 275 963 CG 013
O'Neil, James M. Carroll, Marianne Roberts
A Six-Day Workshop on Gender Role Conflict
Strain: Helping Adult Men and Women Take
Gender Role Journey.
Pub Date—[86] oate—[86] —140p.; Pages 36-42 and 49-53 contain small

Pub Type— Reports - Descriptive (141)
EDBS Price - MF01/PC06 Flus Postage.
Descriptors—Adults, "Program Effectiveness, Program Evaluation, "Role Conflict, "Sex Role, "Sexual Identity, "Socialization, Workshops This document describes a 36-hour, 6-day workshop which focuses or gender role conflict of adultimen and women and which was designed to help participants analyze their gender role socialization and gender role conflict. Section I enumerates the overall assumptions of the workshop, including perspectives about gender roles, gender role conflict, and gender role transitions. Section II gives more specific perspectives on the workshop by describing the gender role journey and continuum. Section III presents a description of the workshop and its goals, topics, and readings. The teaching-learning approaches of the workshop are described in section IV. Section V details the setting, number of meetings, and desired atmosphere. Participants, leaders, and pre-workshop needs assessments are described in section VI details the setting, number of meetings, and desired atmosphere. Participants, leaders, and pre-workshop needs assessments are described in section VI section VI describes workshop to; the resource manual, themes, and activities. Section VIII presents evaluation data collected at the end of the workshop and tone- and three-month intervals after the workshop. The entire workshop experience is summarized in section IX and recommendations are made for future workshops. Much of the actual content, materials, and evaluation data are contained in the seven appendices comprising more than two-thirds of the document. References and data tables are included. (NB)

ED 275 964 CG 019 496

ED 275 964

Andre, Thomas And Others

Sources of Sex Education as a Function of Sex,
Coltal Activity, and Type of Information.

Pub Date—Apr 86

Note—54p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

1986).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors— "College Students, Health Education,
Higher Education, Human Body, "Information
Sources, "Knowledge Level, Parent Influence,
Peer Influence, Reading Materials, "Sex Differences, "Sex Education, "Sexuality, Student Behavior
The perceived importance of sex education."

ences, "Sex Education, "Sexuality, Student Behavior
The perceived importance of sources of sex education and the effects of gender, coital activity, and type of information were studied, and previous studies were assessed. Attention was directed to the relative contribution of parents, institutions, reading, and peers to the information about each of 35 different sexual topics of 116 male and 116 female, cocitally experienced (CE) or inexperienced (CIE), midwestern college students who had never been married. The students, who were primarily freshman and sophomores, completed the Sex Education Questionnaire and the Knowledge of Sexuality Test, among other measures. Individual reading and peers were the highest rated sources of information. Institutions were highly rated sources for topics related to the anatomy and physiology of sex and venereal disease. While CE students received more information oversall than did CIE individuals, the two groups did not differ in the amount of information received from parents. CE students received more information through reading and from peers than did CIE students. Amount of information received from parents. CE students received more information through reading and from peers than did CIE students. Amount of information received from parents correlated negatively with performance on a sexual knowledge test. Tables include a summary of 24 studies of adolescent sources of sex information, including the age of subjects, topics included, and main findings. A 37-item bibliography is provided. (Author/SW)

ED 275 965
Cheng, Mairy
Ziegler, Suzanne
Moving from Elementary to Secondary School:
Proceedures Which May Facilitate the Transition
Process. #182.
Toronto Board of Education (Ontario). Research
Dept.
Report No.—ISBN-0-88881-187-X
Pub Date—Oct 86

Pub Date—Oct 56

Note—34p.

Available from—Toronto Board of Education, Information Services Division, Research Section, Library Services Department, Ontario.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MP61/P02 Plus Pestage.

Descriptors—Foreign Countries, \*High School Preshmen, High Schools, \*School Activities,

\*School Counseling, School Holding Power,
\*School Policy, \*Student Adjustment, \*Student Needs, \*Transitional Programs
Identifiers—Canada

This paper begins by reviewing evidence nationally, provincially, and locally that many students drop out of secondary school; that failure rates in core subjects in grades 9 and 10 in Outario are high; and that ninth graders in Ontario reported being concerned about their school progress, their level of preparation and readiness for high school, and their knowledge of school policies. Core issues in transition to and continuous progress in secondary school are identified as being in the areas of: (1) guidance and counseling; (2) continuity and integration of curriculum; (3) suitability of curricular and extracuricular programs to student needs; (4) perceived clarity and even-handedness of school policies; and (5) staff accessibility. The major part of the paper concerns policies and procedures for facilitating the transition to secondary school. Section I focuses on policies and practices which facilitate transition in the longer term, and appear to contribute to high retention, academic success, and student satisfaction. A final section summarizes the ideas put forward in sections I and II and can serve as a starting point for discussion and decision-making. Sixty-seven references and two appendioes are included; the appendices list relevant Ontario and City of Toronto documents and provide an except from a recont book from Britain on curriculum continuity. (NB)

CG 019 498 ED 275 966

ED 275 966

Rillingham. Robert E.

Gender Differences in the Use of Conflict Tactics
across Eight Levels of Emotional Commitment.

Pub Date—[Nov 86]

Note—12p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Dearborn, MI, November 3-7, 1986).

Pub Type—Reports—Research (143)—Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Aggression, College Students, \*Conflict Resolution, \*Dating (Social), \*Emotional Development, Family Violence, Higher Education, Interpersonal Relationship, \*Marriage, \*Sex Differences, Spouses, Verbal Communication, 
\*Violence
Identifiers—\*Emotional Commitment

Differences, Spouses, Verbal Communication, 

"Violence 
Identifiers—"Emotional Commitment 
A fundamental issue in research on violence between couples who are dating or married is the question of when abuse begins in the relationship. A study was conducted to examine the relationship between gender, level of emotional commitment, and the use of conflict teatics in couples whose levels of emotional commitment ranged from "casual dating" to "married." College students (N=562) who reported being involved in a dating or married relationship responded to a modified form of the Conflict Tactics Scale. Three subscales were used: reasoning, verbal aggression, and violence. The results demonstrated that level of emotional commitment was a major factor which influenced conflict actics. While the relationship between gender and level of emotional commitment, the greater the reasoning, verbal aggression, and violence scores. Clear gender emotional commitment, the greater the reasoning, verbal aggression, and violence scores. Clear gender emotional terms in the use of conflict tactics across the eight levels of commitment emerged. (Author/NB)

ED 275 967 CG 019 499

ED 275 967 CG 0.19 499
Schlesinger, Benjamin Schlesinger, Rachel
Postponed Parenthood: A Growing Canadian Family
Pattern.
Pub Date—4 Nov 86
Note—21p.; Paper presented at the Annual Conference of the National Council on Family Relations
(Dearborn, MI, November 3-7, 1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Information Analyses
(070)

(070)

(070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bemployed Parents, Foreign
Countries, \*Mothers, \*Parent Attitudes, \*Population Trends, Trend Analysis
Identifiers—Canada, \*Delayed Parenthood
Postponed parenthood is a growing family pattern
in Canada. To examine this trend, an exploratory
study of 46 coupies who were delayed parents was
conducted in Toronto. The members of each couple
had worked at least 5 years prior to the birth of their

first child after the mother was age 30. Rasponses by both husbands and wives to a questionnaire revealed that finances, careers, and the biological timeclock were the most frequent reasons for delaying childbirth. Respondents reported reading childrearing books, experiencing little outside pressure to have children, and not caring what the sex of the baby would be prior to the birth. Almost one-half of the women took some time off from work, with their employers quite supportive during and after the pregnancy. When asked to advise other delayed childbearing couples, most pointed out that maturity was important and that one had to be prepared to alter one's lifestyle. The 1984 demographic trends from Statistica Canada are presented, existing literature is reviewed, and 18 impressions subjectively gathered during interviews are numerated. Some implications for family educators and researchers are given. References and data tables are included. (NB)

ED 275 968

CG 019 500

ED 275 968

Repetil, Rena L.

The Contribution of Work and Family Roles to Mental Health: An Evaluation of Additive and Interactive Models.

Pub Date—Nov 36

Note—23p; Paper presented at the Annual Conference of the National Council on Family Relations (Dearborn, MI, November 3-7, 1986).

Pub Type—Reports—Research (143)—Speeches/-Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Anxiety, Clerical Workers, Depression (Psychology), \*Employed Women, Interpersonal Relationship, Life Satisfaction, \*Mental Health, \*Models, \*Parent Responsibility, \*Role Conflict, \*Stress Variables, Well Being Rather than ask whether multiple roles, such as employee, wife, and mother, have a protective or harmful effect on women's psychological well being, this study examined the combination of stressors and supports associated with work and family roles. Female clerical workers (N—44) who were married and/or had a child living at home completed questionnaires rating two dimensions of their work and family roles: (1) quality of interpersonal relations and role satisfaction; and (2) levels of depression and anxiety. Associations between mental health and role conditions were evaluated for work and family roles separately. Two models of how experiences in the two roles are jointly linked to mental health were tested. According to an additive model, work and family roles act independently, whereas an interactive model suggests that conditions in one role modify the effect of the other role. As predicted, greater psychological distress was found among women who described their social interactions at home and at work as conflictual and nonsupportive, and who reported being disastisfied with their work and family roles act independently, whereas an interactive model suggests that conditions in one role modify the effect of the other role. As predicted, greater psychological distress was found among women who described their social interactions of home and at work as conflictual and nonsupportive, and who reported being

ED 275 969 CG 019 501 Self-Care and Self-Help Groups for the Elderly: A

Directory.
National Inst. on Aging (DHHS/PHS), Bethesds,
MD.

MD.
Report No.—NIH-84-738
Pub Date—Oct 84
Note—133p.
Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
DC 20402.

DC 20402.

Pub Type— Reference Materials - Directories/Catalogs (132)

EDRS Price - MP0i/PC06 Plus Pustage.

Descriptors— "Aging (Individuals), Coping, Diseases, "National Organizations, "Older Adults, Reference Materials, "Self Care Skills, "Self Help Programs"

Programs

This document notes that, as health care costs continue to rise, the elderly are monitoring themselves as a means of cost containment, and as a way of enhancing their sense of well-being and their ability to lead active lives. It points out that more and more organizations are sponsoring health programs that promote the concept of self-care and self-help

practices, and that many of these programs have been tailored to the special needs of the elderly. The document provides a directory of information about a broad variety of national organizations that deal specifically with the elderly, or that have programs relevant to older people, their families, and health professionals who work with them. The organization name, address, telephone number, membership information, and a general and health-related description are given for each of the directory's 90 entries. Information on the organizations' periodicals, publications, and other media is given for organizations involved in these activities. Listings include organizations concerned with specific health problems such as Altheimer's Disease, cancer, diabetes, or heart disease; religious organizations; and organizations concerned with various aspects of aging. (NB)

ED 275 970

CG 019 502

The Relationship between Nutrition, Agina, and Health: A Personal and Social Challenge, Hearing before the Special Committee on Aging, United States Senate, Ninety-Ninth Congress, Pirst Seanism (Albuquerque, New Mexico).

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

Report No.—Senate-Hirg-93-809

Pub Date—14 Dec 86

Note—121p; Serial No. 99-13.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materi-

DC 20402.
Pub Type—Legal/Legislative/Regulatory Materials (990)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—\*Aging (Individuals), \*Health, Hearings, \*Nutrition, \*Nutrition Instruction, \*Older Adults
Identifiers—Congress 99th

Descriptors—"Ang (Individuals), Treatile, Realings, Nutrition, Nutrition Instruction, Older Adulta Identifiers—Congress 99th This document presents witness testimonies and prepared statements from a Senate hearing called to examine the relationship between nutrition, aging, and health. An opening statement by Senator Jeff Bingaman is included. Jeffrey Blumberg, the acting associate director of the Human Nutrition Research Center on Aging, Tults University, provides an overview of the national perspective on human nutrition and aging. The first panel of witnesses consists of five senior citizens who discuss firsthand experiences and who give the view of older persons in New Mexico, where the hearing was held. The second panel of witnesses, respresenting the government perspective, includes Rita Maes, the New Mexico director for the State Agency on Aging; Sonia Crow of the U.S. Department of Agriculture; Evan Hadley of the National Institus.

Jaging; Jand Wysona Town of the Indian Heals. Service. The third panel of witnesses suggest future directions to take to improve the delivery of nutrition services to older adults: (1) Robert Thompson, professor at the University of New Mexico School of Medicine, addresses the clinician's point of view; (2) Kathryn Treat of the New Mexico Extension spents in assisting seniors; and (3) Stephanie Falleresé, director of the Institute for Gerontological Research and Education, New Mexico State University, looks at changes in the Title III congregate meal program and at the dissemination of accurate mutrition education material. Additional statements and relevant materials are appended.

ED 275 971 CG 019 503
Passive Smoking in the Workplace: Selected Issess.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
Pub Date—May 86
Nots—83p.; Staff paper prepared by the Special Projects Office of the Health Program.
Pub Type—Reports - General (140)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Cancer, Cardiovascular System, \*Environmental Standards, \*Cocupational Safety and Health, \*Public Health, Smoking, Tobacco, \*Work Environments.

roument
Identifiers—\*Passive Smoking
This report provides information about the health
effects of passive smoking, the types of policies that
are in force in the public and private sectors to control workplace smoking, and the costs and effects of
those policies. The executive summary briefly highlights the three major areas of the report: (1) a re-

view of the studies of health effects related to passive amoking: (2) a review of current federal, state, local, and private sector workplace smoking policies; and (3) a discussion of factors to consider in an analysis of the costs and benefits of implementing a workplace smoking policy. A section on charactering passive exposure to tobacco smoke discusses mainstream, sidestream, and environmental smoke; measurements of specific constituents of environmental tobacco smoke; and biologic markers of passive exposure to tobacco smoke. The section on health effects examines passive amoking and its relationship to lung cancer, lung function, cardiovascular disease, and irritation. Workplace smoking policies for various federal groups are presented, as are state and local smoking laws, and workplace smoking policies in the private sector. Costs and benefits of workplace smoking policies are examined and alternatives are considered. References are included. (NB)

ined and alternatives are considered. References are included. (NB)

ED 275 972

CG 019 504

Tesnage Pregnancy: 500,000 Births a Year but Few Tested Programs.

General Accounting Office, Washington, D.C. Report No.—GAO/PEMD-86-16BR

Pub Date—21 Jul 86

Note—60p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—"Adolescents, "Early Parenthood, "Federal Legislation, High Risk Persons, "Incidence, "Pregnancy, "Program Effectiveness This document presents a report on teenage pregnancy. A letter to Senator John Chafee, who requested information on teenage pregnancy emajor findings about the extent of the problem and describes the four procedures used to obtain the information: (1) an analysis of main features of two Congressional bills to amend the Aid to Families with Dependent Children program; (2) a review of available stastistics on the extent of teenage pregnancy; an examination of characteristics of federal and nonfederal programs, and (4) a review of evaluation studies on the effectiveness of prior programs for assisting programs are assisting programs at risk of becoming pregnant. The briefing report provides information on the extent of teenage pregnancy, existing programs which address teenage pregnancy, existing programs information on the objectives, scope, and methodology of the review, a six-page bibliogora-by; and tables on program funds, results, and services. Several figures are included. (NB)

ED 275 973

CG 019 505

ED 275 973 CG 019 505

Hall, Elena C., Comp.
Family and Marital Counseling 1950-1985: A Stacted Annotated Bibliography with Selecte References to Pastoral and Geroutological Cou

References to Pastural and Gerostinogical Coun-selling.
Pub Date—Sep 85
Note—23p.
Available from—Elena C. Hall, Iona College, Ryan
Library, North Avenue, New Rochelle, NY
10801 (1 copy per request free).
Pub Type—Reference Materials - Bibliographics
(131)

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MP01 Plus Postage. PC Not Avaliable from EDRS.

Descriptors—"Annotated Bibliographies, "Family Counseling, Gerontology, "Marriage Counseling, Psychotherapy, Religion
Identifiers—"Gerontological Counseling, "Pastoral Counseling
This document presents an annotated bibliography of the literature pertaining to family and marital counseling from 1950 through 1985. It was developed to consolidate some of the well known names of family and marital clinicians into a ready reference form and to have a selected bibliography of authoritative writing in pastoral and in gerontological counseling. The bibliography is divided into three major sections. The first section, Family and Marital Counseling 1950-1985: A Selected Annotated Bibliography, contains 57 annotated entries. The second section, Selected References for Pastoral Counseling, lists 14 references. The third section, Selected References in the pastoral and gerontological sections are not annotated. Also included are a list of reference sources and a name index. (NB)

ED 275 974

CG 019 506

The Impact of Routine HTLV-III Antiflody Testing on Public Health. National Institutes of Health Comensus Development Conference Statement, Vol. 6, No. 5.

National Institutes of Health (DHH5), Bethesda, Md.

Pub Date—[86]

Note—11p.

Pub Type— Reports - Descriptive (141) — Collected Works - Serials (022)

EDES Price - MPDI-PCGI Plus Postage.

Descriptors—Communicable Diseases, "Disease Control, Epidemiology, Preventive Medicine, "Public Health, "Screening Tests, Tissue Donors Identifiers—"Acquired Immune Deficiency Syndrome, "Blood A policy statement by a group of experts on acreening blood donations for contamination by human immunodefficiency virus (HIV), the causative agent of acquired immuneodeficiency syndrome (AIDS), is presented in this document. This document provides policy recommendations formed by a consensus conference sponsored by the National Institutes of Health and attended by biomedical investigators, blood bank specialists, clinicians, consumers, and representatives of public interest groups. The recommendations concern these areas:

(1) tests that are currently being used to screen for AIDS and test performance characteristics; (2) what constitutes a positive test, how a positive test result; (4) the impact testing has had on transfusion medicine; and (6) what research directions should be pursued. The conclusions in this report call for more sensitive tests to identify infectivity, better methods of discouraging possibly infected donors, and better methods of handling psychological problems occurring in those with positive tests. (ABL)

ED 275 975 CG 019 507

Bennett, William J.

Address by William J. Bennett, United States
Secretary of Education. International Association of Chiefs of Police (Nashville, Teuneson,
October 6, 1986).

Department of Education, Washington, D.C.
Pub Date—6 Oct 86

Note—10p.; For "Schools without Drugs," see ED
270 715.
Pub Type— Speeches/Martin Drugs," see ED

270 715.

Pub Type— Speeches/Meeting Papers (150) —
Opinion Papers (120)

EDRS Price - MP01/PC01 Plus Postage.
Descriptors—"Adolescents, Children, Church Responsibility, Community Responsibility, "Drug Education, "Law Enforcement, "Parent Responsibility, "Police, "School Responsibility,"

Abuse, Drug Education. "Law Enforcement, "Farent Responsibility, "Police, "School Responsibility, Police, "School Responsibility Police officers help children grow up in a law-abiding society, in nurturing and protecting the young, there must be a division of labor among responsible adults; it is difficult for police officers to do their job if others do not help. In the 1960's and 1970's, the attitude existed that schools should do the schooling without interference from families, neighborhoods, and churches. Americans learned that this did not work. A similar leason is being learned about children and drugs. The drug problem is the greatest single threat to the well-being of our children; solving this problem will require appropriate division of labor. The incorrect attitude has been that the drug problem is solely a law enforcement problem and police officers should solve it. Whether or not a child gets involved with drugs depends on moral guidance taught at home and in school. Parents at home, teachers in schools, and friends in neighborhoods share the responsibility of enforcing drug laws. Although police officers have taken up extra responsibilities. A handbook, "Schools without Drugs," meant to help get drugs out of our schools, homes, and communities has been made available by the Department of Education. Parents, educators, and others can be valuable police allies in drug enforcement. (ABL)

Brown, George S. Brown, Joanne L. Therapeutic Tactics in the Treatment of Marital Violence.
Pub Date—[Aug 86]

Note—23p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MFDL/PCDI Plus Postage.
Descriptora—Behavior Modification, "Correctional Rehabilitation, "Counseling Services, "Counseling Techniques, Criminals, "Family Violence, Intervention, "Spouses Identifiers—"Spouse Abuse This paper describes a set of therapeutic tactics employed in the treatment of court-ordered spouse abusers at a community-based counseling center. The introduction states that the term therapeutic tactics was chosen to describe a class of interventions which are closer in nature to strategic ploys used in a contest rather than collaborative techniques traditionally employed by psychotherapists. A program description includes discussions of referral sources, treatment modalities, treatment goals, and a description of clients. The therapeutic tactics used (which are also known as peradoxical, strategic, or therapeutic double binds) are described in detail in these sections: (1) opening game; (2) setablishing the parameters of treatment; (3) redirecting the client's energy; (4) protecting the client's energy; (4) protecting the client's energy; (4) protecting the client's energy; (7) minimizing the demoralizing aspects of recurring conflict; (8) introducing new skills and behaviors; (9) minimizing the fear of failure; and (10) end game. It is stated in conclusion that these tactics are only one aspect of a treatment program that employs a variety of more traditional techniques and that these tactics enhance the effects of other interventions. (ABL)

CG 019 509 ED 275 977

of other interventions. (ABL)

ED 275 977 CG 019 509

Hammer, Allen L.

Coping Resources of College Students.

Pub Date—10 Apr 86

Note—8p.: Paper presented at the Annual Meeting of the American College Personnel Association (New Orleans, LA, April 9-12, 1986).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Prices - MF01/PC01 Plus Postage.

Descriptors—\*College Students, \*Coping, \*Counseling Services, Higher Education, \*Individual Differences, \*School Counseling, Sex Differences, \*Stress Management

Identifiers—2Coping Resources Inventory

Coping resources are what people bring to situations (as opposed to what they do) that enable them to deal with stressors more effectively, allow them to recover fraster, or experience fewer or less intense symptoms upon exposure to stressors. The Coping Resources Inventory (CRI) measures resources in the following domasins: cognitive, social, emotional, spiritual/philosophical, and physical. The CRI was completed by 126 female and 48 male college students who also rated their level of stress and physical health. Results included: (1) the low stress group; students had significantly higher resource soons on the social, emotional, and spiritual scales than did males; (3) counseling center clients had significantly lower scores than did non-clients; (4) eating disorder clients had significantly lower scores than did non-clients; (4) eating disorder clients had significantly lower scores than did non-clients on physical and emotional scales; and (5) reaidents Advisors had significantly higher resources than did non-clients; (4) eating disorder clients had significantly lower scores than did non-clients on physical and emotional scales than did males; (3) counseling center clients at-risk for college students. The CRI could be useful in identifying college counseling center clients at-risk for eveloping physical or psychological symptoms. Students with high resources Identifying resources could also be useful in planning prevention activities with group

ED 275 978 CG 019 510

ED 275 978

Ryle, John E. Ed. And Others

Building for the Future: The Status of Children and
Children's Programs in Maryland.

Maryland Governor's Office for Children and
Youth, Baltimore.

Pub Date—Jan 86

Note—2129.

Pub Type—Reports - Research (143)
EDRS Price - MP61/PC09 Plus Postage.

Descriptors—"Adolescents, Child Abuse, "Childhood Needs, Child Rearing, "Children, Education, Employment, Foster Care, Health, Justice,
Nutrition, Poverty, Pregnancy, Runaways, "State

Programs, \*Youth Problems
Identifiers—"Maryland, Substance Abuse
This report provides information about the major
issues affecting Maryland's children and youth. Pertinent data, trends, and directions are presented.
The report focuses on 10 major issues and presents
each issue through relevant statistics, current state
involvement, and directions for the future. The 10
issues covered in the report are: (1) child sbuse and
neglect; (2) child care; (3) children in poverty; (4)
education and employment; (5) health and mental
health; (6) juvenile justice and runaways; (7) nutritions; (8) out-of-home care; (9) substance staue; and
(10) teenage pregnascy. The report provides an
overview of Maryland's needs concerning each of
these topics. Also presented are descriptions of state
programs and initiatives addressing these needs and
a listing of resource organizations working on the
related issues. Numerous tables and figures are included. (NB)

ED 275 979 CG 019 511

related issues. Numerous tables and figures are included. (NB)

ED 275 979 CG 019 511

Tang. Thomas Li-Ping

Effects of the Protestant Work Ethic and Perceived Challenge on Timo Allocated to an Experimental Task.

Pub Data—[86]

Note—34p.; Experiment 1 was presented at the Annual Meeting of the Southeastern Psychological Association (32nd, Kissimmee, FL, March 1986).

Experiment 2 was presented at a Conference of the Association of Human Resources Management and Organizational Behavior (Denver, CO, February, 1985).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF61/PC02 Plus Pestags.

Descriptors—"Attindes, "College Students, "Employees, Foreign Countries, Goal Orientation, Higher Education," Motivation, "Time on Task Identifiers—Taiwan, "Work Ethic Goal-setting literature has suggested that specific, difficult goals will produce higher performance levis than easy goals. A difficult task or one with negative performance feedback may increase an individual's perceived challenge of the task which may in turn enhance his motivation. Effects of the Protestant work ethic and perceived challenge on subjects' time allocated to an experimental task were examined in two experiments. In Experiment 1, using 49 volunteers, employees of a manufacturing company located in Cleveland, Ohio, the perceived challenge was manipulated by labeling an identical task (anagram solution) as either difficult or easy. Participants completed personality measures including the measurement of their endorsement of the Protestant work ethic. Most time on task occurred for the subjects who scored a low work ethic and when the task was labeled as difficult. For subjects who endorsed the work ethic, their free-choice time was not affected by the task label. In Experiment 2, using 57 Taivan college students, the perceived challenge was manipulated by providing negative versus positive effort performance feedback condition again spent the highest amount of their free-choice time on the task. High work ethic and work

ED 275 980 CG 019 512
Robertson, Marjorie J.
Genseral Welfare Assistance: Barriers to Mentally
Disabled Hunseless Adults.
Pub Date—30 Sep 86
Note—60p; Paper presented at the Annual Meeting of the American Public Health Association
(114th, Las Vegas, NV, September 28-October 2, 1986).
Pub Type—Resorts - Research (143) — Speeches/-

1986).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Accessibility (for Disabled), "Eligibility, High Risk Persons, Hispanic Americans,
"Homeless People, "Mental Disorders, "Social
Services, Welfare Services
The present study describes specific conditions
which are thought to interfere with application for
general welfare assistance by homeless persons with

mental disabilities. This report summarizes the ob-servations and recommendations of direct-service providers who serve the target population in the Skid Row area of Los Angeles. In-depth structured interviews with eight key informants from a variety of public and private service agencies suggested that: (1) applicants for General Relief (i.e., general assistance) who are most disabled mentally are most likely to be excluded from services; (2) mentally disabled persons are often mistakenly categorized as work-ready and "employable" due largely to screening by untrained staff, and (3) intensive case management, not currently provided by the Depart-ment of Public Social Service, is a key to successful application by disabled homeless persons. Potential strategies to enhance access are discussed. (Author)

ED 275 981 CG 019 51 Goodson, Wm. Dale The Career Counseling Interview: Dynamics and CG 019 513

Goodon, Wm. Dale
The Career Counselling Interview: Dynamics and
Process.
Pub Date—Apr 86
Noto—6p.: Paper presented at the Annual Convention of the American Association for Counselling
and Development (Los Angeles, CA, April 20-23,
1986).
Pub Type— Guides - Non-Classroom (055)
EDBS Frice - MP91/PCD1 Plus Peetage.
Descriptors—"Career Counselling, "Career Development, "Counseling Objectives, "Counseling Techniques, "Counselor Role, "Interviews
Effective career counselleng, as well as knowledge of the
various counseling theories and approaches used in
personal problem counseling as well as knowledge of career development. Elements affecting the career counseling interview include theoretical position in relation to career development, how the
counselor views the counseles, the place of tests in
career counseling, and educational and occupational information. Principles which help to insure
an effective career counseling interview include the
following: (1) establishing rapport; (2) having clients, rather than the counselor, determine their own
career direction; (3) finding out at the beginning of
the interview what type of career problem the individual desires to solve; (4) finding out the future
time orientation of the individual in respect to a
career; (5) helping individuals more
fully understand themselves and establish their own
criteria for career selection; (7) helping individuals
understand themselves and establish their own
criteria for career selection; (7) helping individuals
understand themselves and establish their own
criteria for career selection; (7) helping individuals
understand themselves and establish their own
criteria for career selection; (7) helping individuals
understand themselves and centablish their own
criteria for career selection; (7) helping individuals
understand themselves and centablish and
then narrow down their choices; (8) making
ure that individual career choices as a conetime event;
and (10) making necessary adjustments and compromises as individuals implement t

promises as individuals implement their career decisions. (ABL.)

ED 275 982 CG 019 514

Brodes, Margareta Berg
Therapsetic Treatment of Early Disturbances in the Mother-Child Interaction.

Pub Date—Aug 86

Note—30p.; Paper presented at the World Congress of the Association for Infant Psychiatry and Alied Disciplines, (3rd, Stockholm, Sweden, August 3-7, 1986).

Pub Type—Reports — Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MPFU/PO2 Plus Pestage.

Descriptors—"Attachment Behavior, Behavior Theories, Developmental Stages, Emotional Response, "Pamily Counseling, Pamily Problems, Foreign Countries, Infant Behavior, 'Infants, 'Wodhers, 'Parent Child Relationablp, Parenting Skills, "Psychistric Services Identifiers—Sweden

A theory of normal mother-infant relationship based on Margaret Mahler's theories is the basis of a treatment program for disturbed mother/infant relationships. This theory includes the concept of symbiosis which for the child is an undifferentiated condition, a fusion with the mother where the two have a common outward border, thereby protecting the immature ego of the child against too early stress. Signs of disturbed symbiosis in the child include tenseness, jerky movements, low muscular tone, avoidance of body contact, brief or avoided eye contact, quietness, late babbling, and excessive screaming. There is a lack of synchrony in interaction between mother and child. After the symbiosis stage comes the differentiation phase which is the beginning of independence. Signs of disturbed dif-

ferentiation include anxiety and the lack of desire for new discoveries on the part of the child. This treatment model aims to help the the mother and child establish a symbiotic relationship and initiate the psychological separation process. Treatment supports these processes by removing obstacles and enhancing the natural mother-child contact channels. It is vital for successful treatment to identify bonding failures early before the end of the first year. Although the therapeutic unit is the mother-child dyad, groups of mothers and children meet ragularly. Five levels of therapeutic intevention are used, including direct intervention with the mother and child, work with the mother, work with the baby, family therapy, and social work. Preliminary results indicate successful achievement of goals in the majority of cases. (ABL)

ED 275 983 CG 019 515
O'Brien, Thomas F.
Counseling and Religion: How They Mix in a
Parochial School Setting.
Pub Date—2 Apr 85
Note—11p; Paper presented at the Annual Convention of the American Association for Counseling and Development (New York, NY, April 2-5, 1985).
Pub Type—Opinion Papers (120) — Speeches/

vention of the American Association for Counseling and Development (New York, NY, April 2-5, 1985).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MP91 Plus Poetage. PC Not Avallable from EDRS.
Descriptors—Catholic Educators, "Catholic Schools, "Counselor Cient Relationship, "High School Students, "Religious Pactors, "School Counseling, "School Guidance Ons of the most important questions facing Catholic schools today is how can these schools meet the needs of today's and tomorrow's culture and become a living faith community. Evidence suggests that Catholic high schools have a common mission of scademic excellence, faith development, and a sense of community; academic, co-curricular, and religious activities which are designed to further their mission; and a climate that combines caring with discipline. Catholic high schools serve white and minority students as well as poor and rich students in percentages similar to public schools accept that academic course selection and placement are usually not the guidance course lor's responsibility in Catholic schools. Religious and moral education is stressed as a basic attitude behind guidance efforts provided to the students. Catholic high school counselors tend to have less formal preparation than public school counselors although the trend is to encourage personnel to seek formal education. In counseling Catholic high school counselor must be concerned with Christian values and value judgments. It is suggested that the Catholic school counselor must be concerned with Christian values and value judgments. It is suggested that the Catholic school counselor must be concerned with Christian values and value judgments. It is suggested that the Catholic school counselor state on the public school counselor must be concerned with Christian values and value judgments. It is suggested that the Catholic school counselor when shool with Christian values and value judgments into a moral framework. Many counseling relationables exists.

## CS

ED 275 984 Olson, Arthur V. Elementary Stu CS 008 549 CS 008 549

Olion, Archur V.

Elementary Students' Self Selection of Reading
Material in School Libraries.

Pub Date—[84]

Note—13p.

Pub Type— Reports - Research (143)

EDRS Price - MP91/PCDI Plus Postage.

Descriptors—Independent Reading, Readability,

"Reading Ability, "Reading Interests, "Reading
Material Selection, "Reading Research, "Recreational Reading
A recent study on the free selection of library
books for recreational silent reading periods focused
on the difficulty of material chosen and on the relationahip between the students' reading ability and
the readability of a book. Three groups of 24 students completed an interest inventory form, and
their reading ability, sex, and reading interest areas
were recorded. One week later, the students' library

books were analyzed for readability and then re-turned to the student; two weeks later, students were questioned to insure the status of the reading of the selected books. This process was repeated three times. Findings indicated no significant rela-tionship between students' reading ability, sex, or stated interest area, and their ability to choose read-ing materials at levels appropriate to their reading ability. Also, there was no significant tendency in free selection for students to choose books within their stated interest areas. Results suggest school librarians should be aware that students tend to choose books with readability levels and topics that differ from their tested reading abilities and stated interest areas. (SRT)

ED 275 985 CS 008 571

Ingle, Judith K. Irmo High School's Language Arts Lah: A Golden

Irmo High School's Language Arts Lah: A Golden Opportunity.
Pub Date—Nov 85
Note—11p.; Paper presented at the Annual Meeting of the Southeastern Regional Conference of the International Reading Association (11th, Nashville, TN, November 2-5, 1985).
Pub Type— Reports - Descriptive (141) — Specches/Meeting Papers (150)
EDRS Price - MFDI/PCBI Plus Postage.
Descriptors—Computer Assisted Instruction, High Schools, "Language Arts, Language Skills, Learning Laboratories, Program Descriptions, "Remedial Reading, Resource Centers, Teaching Models, Tutorial Programs, "Writing Laboratories Since 1984, the Language Arts Lab at Irmo High School (Columbia, South Carolina) has provided: (1) remediation in reading and writing to students with low standardized test scores; and (2) assistance to other students in the areas of study akils, college entrance exam preparation, term papers, reading and reading assignments, grammar, and vocabulary development. The lab offers no credits or grades and is open to all students. Twice a month, Director Judith Ingle visits each remedial and level one class to teach basic reading skills, serving as an instructional model for the English teacher and encouraging the students to utilize the lab. Other students are lured to the lab through advertising and word of mouth. Most students come to the lab during lunch periods; some come in lieu of a study hall. The lab rovides tutoring on a one-on-one basis, emphasizing teacher/student dialogue, and supplementary staff members assist when the traffic is heavy. Managing the lab requires a strict documentation system, including nign-in sheets and work-progress data. The Language Arts Lab houses an abundance of reading materials and software, as well as five computers, all of which serve the teachers as swell as the students. (ID)

ED 275 986 CS 008 574

ED 275 986 CS 008 574
Criamore, Avon
Metadiscourse in Social Studies Texts. Technical
Report No. 366.
Bolt, Beranek and Newman, Inc., Cambridge,
Mass.; Illinois Univ., Urbana. Center for the
Study of Reading.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—Dec 85
Contract—400-81-0030
Note—590.

Contract
Note—59p.
Pub Type— Opinion Papers (120) — Reports - Re-Pub Type— Up

Pub 1 ype—Opinion rapers (170)—Reports Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Authors, Reader Text Relationship,
"Resding Attitudes, Reading Comprehension,
"Retention (Psychology), Rhetoric, Textbook
Bias, "Textbook Content, Textbook Evaluation,
"Textbook Preparation
Identifiers—"Author Reader Relationship, "Meta-

Identifiers—"Author Reader Relationship, "Metadiacourse Metadiacourse, or an author's presence in a text, and its benefits for improving textbooks and children's learning and attitudes are explored in this paper. Through a historical review, the paper reveals that using the interpersonal voice and the author's commentary are legitimate rhetorical devices. Interviews with prominent contemporary rhetoricians disclose various ideas for improving textbooks with metadiacourse. The paper then discusses a descriptive study of metadiscourse in social studies textbooks and other books that found that books that are not textbooks use more metadiscourse and appear more lively than textbooks. A case study evalu-

ation of a chapter in a typical sixth grade social studies textbook is described and several problems related to metadiscourse discovered in the case study are revealed. An experimental study of the effects of metadiscourse and interpersonal voice on retention and attitude is presented. Finally, the paper discusses the results that indicated metadiscourse was helpful for certain subgroups of students, depending on whether the interpersonal voice was used or not. (A three-page reference list, examples of texts with metadiscourse, and tables of data are appended.) (SRT)

CS 008 577 Castle, Marrietta Walden Visual Literacy and Reading: Let's Take a Closer

Coute, Marrietta Walden
Visual Literacy and Reading: Let's Take a Closer
Look.
Pub Date—Feb 86
Note—10p; Paper presented at the Annual Meeting of the Illinois Reading Council (18th, Peoria, IL, February 20-22, 1986).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Elementary Education, "Multisensory Learning, "Pictorial Stimuli, "Reader Text Relationship, "Reading Processes, "Story Grammar, Visual Learning, "Visual Literacy
Based on the notion that visual decisions play an important role in what children recognize and interpret in books and that teachers have a special responsibility to belp students become visually literate, this article draws parallels between visual and verbal concepts and suggests some activities for teaching "picture reading" skills in the classroom. A brief overview of the basic concepts of visual literacy emphasizes the interconnectedness of verbal and visual language, noting that both (1) have a surface and a deep structure, (2) rely on an innate grammar that provides rules for dealing with an otherwise chaotic universe of communication, (3) involve interaction between the picture and the viewer, and (4) interact when an individual encounters a picture in context with print. These parallels are drawn to help teachers understand that many of the same techniques of verbal language analysis are useful for visual analysis. Thus, the eight activities described offer teachers and students unique opportunities to build language competence while automatically extending verbal language competence when the production of the same techniques of verbal language competence while automatically extending verbal language competence while automatically extending verbal language competence when a language competence while automatically extending verbal language competence while automatically extending verbal language competence while automatically extending verbal language competence when a language of the same verbal l

(D)

ED 275 988

CS 008 578

Bell. Barbara J. Torrance, Nancy

Learning to Make and Recognize Inferences in the

Early Grades.

Pub Date—Apr 86

Note—9p.: Paper presented at the Annual Meeting
of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF0L/PC01 Plus Postage.
Descriptors—Cognitive Processes, "Critical Reading, Elementary Education, "Inferences, "Language Skills, Learning Strategies, Listening
Comprehension, Logical Thinking, "Reading,
Comprehension, "Reading Research, "Reading
Skills, Recall (Psychology), Verbal Learning
A study examined the ability of 16 children in
kindergarten, grade 2, and grade 4 to draw inferences based on the content of a narrative passage
and to recognize inferences as derived from, rather
than given by, text. An inference task, developed to
assess the ability to make and recognize appropriate
inference, consisted of four orally presented narrative passages, four recall questions, and two sets of
inference questions. Results indicated that from kindergarten to grade 4, children's ability to make and
recognize inferences from texts shows marked improvements. Whether or not this improvement in
inferencing ability arises as a result of exposure to
the written language remains a question for further
study. (Graphs of statistics are appended.) (SRT)

ED 275 989
Coringion, Veronica
Leisure Time Reading versus Television Viewing
Time for Seventh Grade Reading Students.
Pub Date—Dec 85
Note—26p.; Research Study for ASC 579, Sam
Houston State University.
Pub Type— Reports - Research (143)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Comparative Analysis, Family Envi-

ronment, Grade 7, Junior High Schools, Parent Child Relationship, "Reading Achievement, "Reading Habits, "Reading Achievement, "Reading Habits, "Reading Research, "Recreational Reading, "Television Viewing A study examined the relationship between the amount of time spent on leisure reading, number of books read, time spent watching television, and seventh grade students' reading achievement scores. It was hypothesized that neither reading habits nor television viewing habits would be related to reading achievement scores. A random sample of 39 advanced and 23 regular reading students were surveyed as to their reading and television viewing habits, and their Science Research Associates (SRA) composite reading acores were correlated. The results indicated that students with higher reading achievement scores watched less television and read more books than did students with lower reading scores. Results also showed that parents of advanced students read more often to them and provided them with more books than did the parents of children of regular students. Data showed little difference between boys and girls in the number of books read and time spent either on reading or watching television. Four tables and three histograms are included. (HTH)

CS 008 580

ED 275 990 CS 008 58
Raphael, Taffy E. And Others
The Impact of Text Structure Instruction and
Social Context on Students' Comprehension and
Production of Expository Text, Research Series
No. 177.

Production of Expository Text. Research Series No. 177.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 86
Contract—400-81-0014
Note—400-81-0014

Contract—400-81-0014
Note—40p.
Available from—Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824
(33.50).
Benezie Research (141)

ing. College of Education, Michigan State University, 252 Brickson Hall, Bast Lansing, MI 48824 (33.50). Pub Type— Reports - Research (143) EDRS Price - MF01/PC02 Plus Postage. Descriptors—Audience Analysis, Classroom Environment, "Classroom Techniques, Comprehension, Expository Writing, Grade 5, Intermediate Grades, Knowledge Level, Peer Teaching, Prewriting, Reading Comprehension, Reading Research, "Reading Writing Relationship, Revision (Written Composition), Teaching Methods, Writing (Composition), Writing Improvement, "Writing Instruction, "Writing Instruction, "Writing Processes, Writing Research Identifiers—Pree Writing, "Text Structure

The second phase of a 3-year project examining the effect of a process approach to writing instruction on students' expository reading and writing skills, a study determined the impact of three writing programs that emphasized different aspects of a process-oriented writing environment. Data were gathered from 159 fifth and sixth grade students and their teachers. Results indicated that a writing environment emphasizing peer editing and publication and/or instruction in text structure significantly increased students' ability to compose expository text. Findings also showed that writing environment and text structure instruction significantly increased students' ability to summarize information across two expository passages. Data indicated that students in the text structure instruction groups made significant gains in free writing, surpassing the control students on all measures of writing ability. Similar results were obtained both when teachers directed instruction in text structure and when students directed the learning through peer editing and conferences. (Statistical tables are included, and a think sheet for prewriting, student problem/solution text and accompanying worksheet, and compare/contrast pattern guide are appended.) (JD)

ED 275 991 CS 008 584

Lancy, David F. Hayes, Bernard L.

Building as Anthology of "Interactive Fiction."
Pub Date—Apr 86

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Assisted Instruction,
\*\*Computer Software, Critical Thinking, Elemen-

tary Secondary Education, "Independent Reading, Motivation Techniques, "Problem Solving, "Reading Attitudes, "Reading Comprehension, Reading Instruction, Recreational Reading Identifiers—Computer Games, "Interactive Fiction, Reading Motivation
A study determined whether students with an average interest in reading would become more interested in reading if they used interactive fiction computer games involving a quest or solving a problem in conjunction with required reading. Bight students in grades five through eight participated in a workshop that met 3 hours a day, 4 days a week, for 4 weeks. The students began with the casier games that involve little text reading and gradually moved on to the most sophisticated text-oriented interactive fiction. An observer helped the students to overcome problems in solving the quest so that the students would keep reading. All students were deeply engrossed in these programs, and the only condition that diminished student interest or motivation was an inability, after repeated attempts, to move shead or solve a dilemma in the quest. None of the students reacted negatively to the considerable amount of reading required of most of the programs. Results suggest (1) students with no more than average interest in reading iff they are successful at carrying forward with the quest and (2) interactive fiction computer programs used in the study is appended.) (SRT)

ED 275 992 CS 008 585 Anderson, R. C. And Others
Growth in Reading and How Children Spend Their
Time Outside of School, Technical Report No.

Growth is Reading and How Children Spend Their Time Outside of School, Technical Report No. 349.

Bolt, Beranek and Newman, Inc., Cambridge, Masa; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Wathington, DC.

Pub Date—Sep 86
Contract—40-81-0030
Note—53p.

Pub Type— Reports - Research (143)
EDRS Price - MPDI/PC03 Pins Postage.
Descriptors—Grade 5, Intermediate Grades, "Leisure Time, Predictor Variables, "Reading Improvement, "Reading Research, Recreational Activities, "Recreational Reading A study examined the relationship t: ween children's out-of-school activities and their reading As study examined the relationship t: ween children's out-of-school activities and their reading schievement. Subjects, 155 fifth graders from a village school and a small city school in Illinois, recorded on daily activity forms how many minutes they spent on a wide range of out-of-school activities. Forms were completed for periods ranging from 8 to 26 weeks. Results showed that of all the ways children spent their time, reading books was the best predictor of several measures of reading achievement, including gains in reading schievement between second and fifth grade. Results also showed, however, that on most days, most children did little or no book reading. Findings suggest that teachers and parents need to give a higher priority to promoting book reading. References, tables and figures are appended. (HTH)

ED 275 993 CS 008 586

ED 275 993

CS 008 586

Decker, Barbara C. Silverman, Fredrick L.

Bridging the Gap from Concrete to Fall Formal

Tainking in the Content Areas.

Pub Date—May 86

Note—20p; Paper presented at the Annual Meeting of the World Congress on Reading of the International Reading Association (11th, London, England, May 27-31, 1986).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MPBI Plus Postage. PC Not Available from EDRS.

Descriptors—Abstract Reasoning, Cognitive Development, "Content Area Reading, "Critical Thinking, Elementary Secondary Education, Formal Operations, Higher Education, Intellectual Development, Piagetian Theory, "Reading Comprehension," Reading Instruction, Reading Processes, "Teaching Methods

Effective teaching strategies must be developed to help students bridge the gap between concrete operational thinking and full formal thinking in the con-

tent areas. Reading for meaning requires readers to categorize subjects, recognize relationships, develop and maintain a sequence of thought, recognize and understand inferences, and draw conclusions. Teachers must teach students to (1) recognize the impact of certain key words that provide cues for forming hypotheses; (2) make inferential deductions by showing them explicitly how an argument is developed by an author; (3) ask questions and consider possible answers to them; (4) compare and consider possible answers to them; (4) compare and consider possible answers to them; (4) compare and consider possible answers to them; (5) organize information by examining structure spart from content, such as in hierarchy development; (6) see more than one side of an issue and generate all of the possible internetationships between the components of particular situations; and (7) be critical thinkers, alert to the subtletties in the material they read. In addition, teachers can use charts and graphs to encourage students to raise questions, spark group discussions, draw attention to the concept of variable as opposed to static situations, heighten the level of classroom motivation to examine material carefully, and demonstrate the interrelationships between several disciplines. (JD)

ED 275 994 Reading Readin tivities. CS 008 594 cess Guidelines and Workshop Ac-

ED 275 994
Resiling Resilines Guidelines and Workshop Activities.
South Dakota State Div. of Elementary and Secondary Education, Pierre.
Pub Date—[86]
Note—136p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF91/PC06 Plus Poetage.
Descriptors—\*Class Activities, Classroom Environment, \*Classroom Techniques, \*Cognitive Processes, Instructional Materials, Learning Rescliness, \*Prereading Experience, Preschool Education, Primary Education, \*Reading Resdiness, \*Teaching Methods
Based on the concept that readiness for reading is brought about by the nurturing of a child's physical, social, emotional, and intellectual growth, this guidebook presents reading readiness guidelines and carefully planned workshop activities designed to provide a classroom climate conducive to discovery and language development. The first section presents guidelines that define children can effectively engage in. The following areas of development provide the framework under which specific abilities and corresponding activities are categorized: visual perception, visual memory/inscall, auditory discrimination/sauditory acuity, language development, and body movement/body awareness/body image. The second section presents appecific classroom activities that involve learning through (1) visual perception, (2) auditory acuity, (3) visual memory, (4) sequencing, (5) improved motor skills, (6) growth in communication skills, (7) increased appreciation and interpretation of good literature, and (8) advanced creative play that strengthens a child's self-image. An "individual record for readiness period" sheet for assessing a child's progress is included, along with resource material for choral effort, finger plays, listening, and dramatization. Resources for children's reading enjoyment and additional resources for readiness are appended. (JD)

ED 275 995

CS 008 595

Voorhees, Roxy Open the Door for Reading (Motivational Activi-ties). South Dakota State Div. of Elementary and Sec-ondary Education, Pierre. Pub Date—82

Obsary Education, Faire.
Pub Date—82
Note—59p.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—\*Class Activities, Classroom Environment, \*Classroom Techniques, Educational Games, Elementary Educa\*ina, Instructional Materials, \*Literature Apprr. don, \*Reading Attitudes, \*Reading Instruction, Teaching Methods
Designed to help elementary teachers motivate students to read, this illustrated booklet presents a store of classroom ideas that promote and earrior reading. Materials presented include (1) instructions for making a \*bookworm\* bookmark for each student; (2) various animated balletin board games intended to accompany the reading process and to help students keep track of their progress; (3) a list

of books to have fun with, complemented by interesting recipes that spice up the presentation; (4) recipe ideas, some of which involve student participation and are book related; (5) task cards which, if creatively developed, allow teachers to pre-plan and program learning activities for independent student use; and (6) several ideas for follow-up activities that reward children for their reading accomplishments and stimulate further endeavors. Separate bibliographies list wordless and easy books, children's books, and teachers' books. (JD)

EAJ 275 996

Slater, Wayne H. Gruves, Michael F.

Discourse Structure and College Freshmen's Recall and Production of Expository Text.

Pub Date—25 Jun 86

Note—399; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1980.

ing of the American Education at Research Association (67th, San Francisco, CA, April 16-20, 1986).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDBS Price - MF6I/PC02 Plus Postage.

Descriptors—College Freahmen, "Discourse Analysis, "Expository Writing, Higher Education, 
"Reading Comprehension, "Reading Research, 
"Recall (Psychology), Teaching Methods 
Identifiers—Text Structure

A study examined the effects of (1) providing students with instruction in a "discourse-structure" 
reading and writing strategy on college freahmen's 
recall and comprehension of history textbook passages; and (2) this procedure on the quality of students' expository writing. Subjects, 126 college 
freahmen, randomly assigned to one of three groups, 
received instruction and practice in the discourse 
structure summarization procedure (experimental 
condition), answered and discussed questions (conventional condition), or neither (control condition 
after reading history texts. Analysis of results indicated that the summarization procedure reliably improved the recall of students in the conventional 
conditions. Results further indicated that 
the writing of students in the experimental 
condition received reliably better ratings than did that of 
control conditions. Results further indicated that 
the writing of students in the experimental 
and conventional conditions. The lack of 
reliable difference in the writing of the experimental 
and conventional groups possibly reflected the overlap of instructional routines used in both groups.

(D)

ED 275 997 CS 008 603

Williams, Gooffrey And Others
Revaluing Troubled Readers. Two Papers, Program in Language and Literacy Occasional Paper
No. 15. CS 008 603

Arizona Univ., Tucson. Coll. of Education. Pub Date—Feb 86

Note—44p.; Some pages contain light, broken type. Available from—Program in Language and Liter-acy, College of Education, Room 504, University of Arizona, Tucson, AZ 85721 (83.00 including

of Arizona, Tucson, AZ 85721 (\$3.00 including postage).
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Cognitive Processes, Elementary Education, "Reading Instruction, Reading Research, "Remedial Reading, "Special Classes, "Story Reading
Pocusing on common misconaria.

search, "Remdial Reading, "Special Classes, "Story Reading Focusing on common misconceptions about children who have trouble learning to read, two papers discuss new ways to think about and teach these students. "Revaluing Readers and Reading," by Kenneth S. Goodman, argues that troubled readers should not be thought of as sufferers from an illness, but as strong, healthy individuals fully capable of learning how to read. To help prepare educators to build on these strengths, Goodman discusses some basic facts about how reading, as a unitary psycholinguistic process, works and develope. Geoffrey Williams and David Jacks' paper, "The Role of Story: Learning to Read in a Special Education Class," explores (1) the assumption that children who have trouble learning to read are deficient; (2) whether a change in approach that emphasizes the social uses of written language might, over an extended period of time, enable them to read more confidently; and (3) the practical management of collaborative language research in a special education setting. To accomplish these purposes, the article details the progress made in 1 year by 13

elementary children in a special education class. The class emphasized extending the functional range of written stories by employing what children already knew about the oral use of narrative. (JD)

ED 275 998 CS 008 604

CS 008 60 Marek, Ann. And Others Annotated Miscue Analysis Bibliography. Pro-gram in Language and Literacy Occasional Paper No. 16.

No. 16.
Arizona Univ., Tucson. Coll. of Education.
Pub Date—Nov 85
Note—45p.; Paper copy reproduction not available
because of small print of document.
Available from—Program in Language and Literacy, College of Education, Room 504, University
of Arizona, Tucson, AZ 85721 (33.00 including Pub Type— Reference Materials - Bibliographies

(131)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—Annotated Bibliographies, \*College Programs, \*Miscue Analysis, \*Reading Processes, \*Reference Materials, \*Teacher Education Pro-

grams
Identifiers—University of Arizona
The College of Education at the University of
Arizona published this annotated miscue analysis
bibliography to provide source material on its Program in Language and Literacy. The material is split
into the following sections: (1) journal articles, (2)
books and monographs, (3) dissertations and miscellaneous materials, and (4) chapters in books. A
brief description of the program is included, as in an
order form for the program's occasional papers.
(ID)

ED 275 999 CS 008 606

ED 275 999
CS 008 606
Tominson, Louise M.
Recognition to Recall: Self-Questioning to Enhance Students' Metacognition of Organization and Demands of Text.
Pub Date—May 87
Note—28p; Paper presented at the Annual Meeting of the International Reading Association (32nd, Anaheim, CA, May 3-7, 1987).
Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Content Area Reading, Higher Education, Metacognition, Questioning Techniques, Reader Response, "Reader Text Relationship, "Reading Research, Reading Study Skills Identifiers—SQ3R Study Formula
A study examined an approach to assisting students in increasing their awareness of the organization and demands of text during the survey process of SQ3R (Survey, Quertion, Read, Review, Recite). Twenty-seven college freshmen in a developmental reading course, were (1) introduced to the concept of SQ3R, (2) given instruction on types and uses of organizational sides in content area textbooks, (3) taught to inventory presence and absence of visual and instructional sides in content area textbooks, (3) taught to inventory presence and absence of visual and instructional sides in content area textbooks, (3) taught to inventory presence and absence of visual and instructional sides in content area text chapter. Results showed that repeated trials of the self-questioning approach enhanced awareness of organizational side in content area text chapter. Results showed that repeated trials of the self-questioning approach enhanced awareness of organizational side in content area text chapter. Results showed that repeated trials of the self-questioning approach enhanced awareness of organizational side in content area text chapter. Results showed that repeated trials of the self-questioning approach enhanced awareness of organizational side in content area text chapter. Results showed that repeated trials of the self-questioning approach enhanced awareness of organizational side in content area text in addition, there was a signi

ED 276 000 CS 008 610

ED 276 000 CS 008 610 Gnidelines for the Specialized Preparation of Residing Professionals. International Reading Association, Newark, Del. Pub Date—Agr 86 Note—22p.; Developed by the Professional Standards and Ethics Committee.

Available from—International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (\$1.00 single copy, \$5.00 for 10 copies).

Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF61/PC01 Pins Pestage.
Descriptors—Higher Education, "Reading Consultants, Reading Instruction, "Reading Processes, "Reading Teachers, Resource Teachers, "Teacher Education, "Teacher Qualifications, "Teacher Role, Teaching Experience, Teaching Skills Identifiers—"International Reading Association Intended for use by individuals, teacher education institutions, private and corporate educational, vocational, and social agencies, and the general public, his guide presents the International Reading Association's recommendations for the preparation of teachers concerning knowledge of the reading process and reading instruction. The document's major sections describe the designated roles and responsibilities academic preparation, and competencies of classroom teachers, reading specialists and allied professionals. Role responsibilities of early childhood and/or elementary and secondary teachers are described: diagnostic-remedial specialist, developmental reading-study skills specialist, developmen

EAJ 4/0 U01 CS 209 214

Boorstin, Daniel J.

The World Excompassed. Remarks at a Dinner in
the Great Hall in Celebration of the Treasures of
the Library of Congress (Washington, DC,
March 19, 1961). The Center for the Book
Viewpoint Series No. 6.
Library of Congress, Washington, DC. Center for
the Book.

March 19, 1961). The Center for the Book Viswpoint Series No. 6.
Library of Congress, Washington, DC. Center for the Book.
Report No.—ISBN-0-8444-0369-5
Pub Date—81
Note—12p.; Funding provided by a grant from The Times Mirror Company.
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MP61/PC01 Plus Postage.
Descriptors—"Books, "Buropean History, "Library Collections, "Library Role, "National Libraries, Seafarers Identifiers—"Drake (Sir Francis), English History, "Library of Congress The theme for the celebration of the Library of Congress Treasures, "The World Encompassed," is suggested by the title of a nephew's account of Sir Francis Drake's circumanvigation of the earth. This account is part of the Sir Francis Drake collection donated by patrons to the library. In April 1581, Drake was knighted by Queen Elizabeth I for what was then the most profitable enterprise in the history of seafaring. Drake's career can remind those accustomed to television images that show reality as though it has sharp edges of some easily forgotton ambiguities and fuzzy edges of the great history-making adventure—whether they are the circumavigations of the earth or the circumavigations of the mind. Of all the nation's institutions, none tries more strenuously, more grandly, or more effectively to encompass the world than the Library of Congress. The library's treasures bear witness to that endeavor. Drake's voyage reminds us that only rarely is some great world-encompassing project accomplished in a predicted time. Great enterprises are enterprises of high risk, and high risk means great uncertainty. The Library of Congress, or any great library, is a point of embarkation on voyages for which there can be no timeta-hee. Commitment to any of the greatest enterprises—circumavigation of the earth or of the English language or of the world of science—is heroic because it is a commitment to any of the greatest enterprises—circumavigation of the earth or of the English language or of the world of science—is hero

ED 276 002 Barto, David Taking Thoreau's Boulders into the Classroom. Pub Date—11 Feb 86 Note—12p. Pub Type— Opinion Papers (120) — Guides -

Classroom - Teacher (052)

EDRS Price - MF01/Pc01 Plus Postage.
Descriptors—\*Class Activities, \*English Instruction, Instructional Innovation, \*Literature Appreciation, Secondary Education, \*Teaching Methods, \*United States Literature Identifiers—\*Thoreau (Henry David)

In order to help students grasp Henry David Thoreau's concepts more easily, his writing can be divided into four main themes: simplicity, love of nature, following one's dreams, and following one's conscience. Once students have a general understanding of Thoreau's ideas, they can engage in many activities to express that understanding: write about the places that for them are like Walden, compare contemporary songs such as Madonna's "Material Girl" to Thoreau's ideas, build a scale model of Thoreau's house, spend time alone on a walk in the woods, or read related literary works such as "The Night Thoreau Spent in Jail." The most successful writing exercise has students choose one of Thoreau's quotations, explain the quotation, give an example from life to support the quotation, give an example from life to support the quotation, give an example from life to support the quotation, give an example from life to support the quotation, give an example from life to support the quotation, give an example from life to support the quotation and their personal lives. (An example of the final writing exercise is provided.) (SRT)

ED 276 903 CS 209 683

ED 276 003 CS 209 683 Armstrong, Cherryl Tracking the Muse: The Writing Processes of

Armstrong, Cherryl

Tracking the Muse: The Writing Processes of Poets.

Pub Date—[85]

Note—21p.

Pub Type— Reports - Research (143)

EDRS Price - MF9I/PC01 Plus Postage.

Descriptors— Aesthetic Values, Case Studies, Cognitive Processes, Content Analysis, "Lyric Poetry, Poets, "Revision (Written Composition), Talent, "Writing Bvaluation," Writing Processes, Writing Bracesarch

Focusing on the nature of revision in lyric poetry, a study investigated poets' writing processes. Primary data sources included poets' commentary, letters, recorded conversations, interviews, and essays. Two case studies were also conducted—an evaluation of two poets at work (one a novice and one an experienced poet) and a textual analysis of six poets' working papers. These data were examined in reliation to current composing theory. Results suggested that the current perspective on revision is incomplete. In terms of text development, findings indicated that conventionally used systems for describing revisions made to lyric poems. However, the major finding involved the area of cognition. While transactional writers may be described as revising either internally (for oneself) or externally (for a reader), the investigation revealed a third such process—easthetic revising, in this case, a text is roworked for poetic purposes. The results suggest that artistic abilities underlie this process and allow poets to detach themselves from either self-expressive or communicative purposes. The results suggest that artistic abilities underlie this process and slow poets to detach themselves from either self-expressive or communicative purposes. The results suggest that artistic abilities underlie this process and slow poets to detach themselves from either self-expressive or communicative purposes. The results suggest that artistic abilities underlie this process and slow poets to detach themselves from either self-expressive or communicative purposes. The results suggest that active themselves from either self-expressive or communicative purpose

ED 276 004 CS 209 813

Gale, Steven H.

The ADE Salary Survey: Problems, Procedures, and Results.

Pub Date—Mar 85

Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March

Communication (36th, Minneapolis, MN, March 21-23, 1985).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College English, Educational Research, \*English Departments, Higher Education, Occupational Information, \*Professors, \*Research Methodology, \*Research Problems, Surveys, \*Teacher Salaries
Identifiers—\*Association of Departments of English

glish
This study expands an annual survey conducted
by George Worth from 1967 to 1982 for the Association of Departments of English Bulletin of average
salaries in 92 English departments listed in the 1970
Roose-Anderson "ACE Rating of Graduate Programs." The present study includes the 106 English
departments listed in "An Assessment of Research-Doctorate Programs in the United States:
Humanities." The survey instrument was designed

to gather the maximum data possible on one page. Based on the survey results, the following recommendations are made: (1) the survey should be continued, (2) the database of 106 institutions should be retained and expanded if possible, (3) research methodology for handling exceptional cases must be clarified, (4) the survey should emphasize the confidentiality of the information given, and (5) a number code for identification should be placed on the surveys for follow-up and correct categorization of information. Conclusions are that the survey was successful and useful for determining salary increases and setting salaries at competitive levels. (A summary paper, "1983-84 Average Salaries in Nationally Rated Graduate English Departments," which presents the survey's results, is appended.) (JD)

ED 276 005 CS 209 882

ED 276 005

CS 209 882

Davenport, Lucinda

News Story Quotes: Verbatim?

Pub Date—Aug 36

Note—29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Editing, "Ethics, Higher Education, "Journalism, "Journalism Education, Moral Values, "Newspapers, "News Reporting, News Writing

A study determined what heatmains inversables.

nes, "Newspapers, "News Reporting, News Writing
A study determined what beginning journalists and news reporting students have learned is acceptable to quote, verbatim, in a news story, and where they learned about these guidelines. Results of a questionnaire given to journalism story, and where they learned about these guidelines. Results of a questionnaire given to journalism story, and where they learned about these guidelines. Results of a questionnaire given to journalism story, a dijusting blasphemies, correcting faulty grammar, cleaning up foul language, straightening colloquialisms, and arranging sentences and phrases. A large majority indicated they would not fabricate direct quotes. Students did have formal instruction on how to punctuate quotes, but the majority did not have formal instruction on the content of quotes. Most of the journalism textbooks examined did not give specific instruction on ways to quote a source. Policy statements from 15 newspapers and television stations were also examined; only 2 mentioned anything about quotes. The study concluded that journalism shave not had instruction about standard quoting procedures from formal journalism courses, factbooks, or news policies. Journalism courses should teach the values of quoting an individual correctly, textbooks should give a resilistic interview and present various examples of well-written quotes and explain why the quotes were chosen and how they were written, and newsrooms should discuss quotation content and share acceptable guidelines. (Tables of data are included within the text.) (SRT)

ED 276 006 CS 209 936

ED 276 006 CS 209 936
Dooley, Patricia L.
Minnesota Journalists as Elected Officials,
1923-1938: An Historical Study of an Ethical/Conflict of Interest Question.
Pub Date—Aug 86
Note—34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism
and Mass Communication (69th, Norman, OK,
August 3-6, 1986).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)—Historical Materials
(060)

Meeting Papers (150) — Historical Materials (060)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Codes of Ethics, \*Conflict of Interest, \*Ethics, \*Journalism, Media Research, \*Multiple Employment, Public Officials, Role Conflict Identifiers—Journalism History, Journalism Research, \*Journalism History, Journalism Research, \*Journalists Media Ethics, \*Minnesots, Professional Ethics
In an effort to document the historical evolution of Journalists' political involvement and determine when it began to affect journalistic behavior, a case study examined the personal and professional lives of journalists in Minnesota practicing in the 1920s and 1930s. The study investigated whether these journalists (1) were elected to public offices, (2) chose to leave their journalism positions during their terms of office, and (3) if so, whether they did so out of any expressed recognition of the possible conflict of interest involved. Findings revealed that many Minnesots journalists sought and held elective public office on all government levels, and that few left their journalism positions during their term

of office. In addition, findings showed that the rate of office holding by the journalist/politicians increased during the period studied. Little evidence exists to indicate that the few journalists who gave up their positions did so because of concern about conflict of interest. In fact, findings suggest some journalists were comfortable serving dust roles in their communities. Examination of the Minnesota Editorial Association's proceedings show no sessions on the topic of professional ethics. This lack of address suggests that the conflict of interest issue may never have occurred to many journalist/politicians. Nine pages of notes conclude the document. (JD)

ED 276 007 CS 210 038 Willey, R. J.

ED 276 007

Willey, R. J.
Audience Awareness: Methods and Madaess.
Pub Date—Mar 36

Note—24p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-13, 1986).
Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150)

EDRS Price - MF91/PC01 Plus Postage.
Descriptors—"Audience Analysis, "Dialogs (Literary), Expository Writing, "Preshman Composition, Higher Education, "Peer Evaluation, Persuasive Discourse, "Writing Processes
Using Barry Kroll's distinction of the three perspectives of audience dominant in the field of composition, this paper presents methods for teaching audience awareness in freshman composition. The theories underlying the rhetorical, informational, and social perspectives of audience are discussed; and the methods typical of each perspective are dealt with, referring readers to specific pedagogies, heuristics, and methods for teaching audience awareness to freshmen. The social perspective are dealt with, referring readers to specific pedagogies, heuristics, and methods for teaching audience awareness to freshmen. The social perspective are dealt with, referring readers to specific pedagogies, heuristics, and methods for teaching audience awareness to freshmen. The social perspective are dream of the methods for teaching this perspective are dream of the methods for teaching this perspective are dream of the methods for teaching this perspective are dream of the methods for teaching this perspective are dream of the methods for teaching this perspective are dream of the methods for teaching this perspective are dream of the methods for teaching this perspective are dream of the methods for teaching this perspective are dream of the methods for teaching this perspective are dream of the methods for teaching this perspective are dream of the methods for teaching this perspective are dream of the methods for teaching this perspective are dream of the methods for teaching this perspective are dream of the methods for

ED 276 008 CS 210 040 Responding to Children Writing.
Scottish Curriculum Development Service,
Edinburgh.

Responding to Children Writing.

Scottish Curriculum Development Service, Edinburgh.

Report No.—ISBN-0-947942-85-8

Pub Date—86

Note—69p.; Prepared by the Committee on Primary Education. This document is a follow-up paper to "Hand in Your Writing." ED 267-403.

Available from—Scottish Curriculum Development Service, Moray House College of Education, Holyrood Rd., Edinburgh, Scotland EH8 8AQ.

Ipound 50 pence, 10% discount, 50 or more copies).

Pub Type— Opinion Papers (120)— Guides—Classroom—Teacher (162)

EDRS Price—MF91./PCB3 Flus Postage.

Descriptors—Cohesion (Written Composition), Elementary Education, Instructional Effectiveness, "Teacher Response, "Teacher Student Relationship, "Teaching Methods, "Writing Evaluation, "Writing Exercises. Writing Improvement, "Writing Instruction, Writing Processes

Identifiers—Childrens Writing.

Following a major policy statement on writing in the primary school, this document employs a three-fold approach to examining the teaching difficulties involved in responding to children's writing. The first section considers expectations that teachers have of children as writers, children's writing. The first section considers expectations that teachers have of children's writing, teachers must attempt to share meanings with the writer to uncover the text's implicit meanings, The second section examines conventions in the teaching of writing, including attitudes and significance, the relationship between content and conventions, and meaning and sentence structure. In short, this section argues that the development of formal skills should be dealt with in the context of the teacher's response to the context of the t

and (4) language development and microcomputers. A 22-item, briefly annotated bibliography con-cludes the document. (JD)

ED 276 009 CS 21 English Language Arts: Common Carrie Goals. CS 210 058

Goals.

Oregon State Dept. of Education, Salem.
Pub Data—86

Note—56p.; For other guides in this series, see CS
210 039-062.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PCB3 Plus Postage.
Descriptors—Basic Skills, "Communication Skills, "Curriculum Development, "Carriculum Evaluation, "Educational Objectives, Elementary Secondary Education, Evaluation Criteria, "Evaluation Utilization, "Language Arts, Teaching Methods

Identifiers—Oregon State Department of Education

ing metatorion in the philosophy that language is central to learning, this booklet defines common curriculum goals for elementary and secondary schools that combine both general, essential learning skills and the common knowledge and skills that form a strong English language arts curriculum. The guide has two main sections: the receptive section focuses on those skills that allow students to receive and process information, including reading, listening, and literature; the expressive section focuses on those skills used in producing communication, including writing, speaking, and language. Each section lists the skills and learning outcomes for students who complete grades 3, 5, 8, and 11. The guide is intended to help in local curriculum planning and state assessment of student achievement. A reader evaluation form is appended. (JD)

ED 276 010

English Language Arts: Common Curriculum Geals; Carriculum Mapping, End of Third Grade. Oregon State Dept. of Education, Salem. Pub Date—86

Note—34p.; For other guides in this series, see CS 110 039-062.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MP01/PC02 Plus Poetage.
Descriptors—°Communication Skills, "Curriculum Development, "Curriculum Evaluation, "Educational Objectives, Evaluation Criteria, "Evaluation Utilization, Grade 3, "Language Arts, Primary Education, Teaching Methods Identifiers—Oregon State Department of Education

Primary Education, Teaching Methods
Identifiers—Oregon State Department of Education
Based on common curriculum goals outlined by
the Oregon Department of Education, this curriculum map is designed to assist third grade teachers in
evaluating and revising their current curriculum. Instructions describe how teachers can effectively use
the material provided to gather information and
tally and analyze results. The map consists of two
main sections. The receptive section focuses on
those skills that allow students to receive and process information so as to help students use listening,
reading, and literature skills to better understand
human experiences and share cultural commonalities and differences. The expressive section focuses
on those skills used in producing communication so
as to help students use writing and speaking skills in
a variety of modes of communication and self-expression. Each section contains a number of objectives for students completing the grade. These
subsections are arranged on a grid for rating based
on the following categories: (1) time spent on instruction and feedback; (2) degree to which current
course goals reflect the common curriculum goals;
(3) quality and quantity of instruction and practice;
(4) preservice and inservice teacher education and
experience; (5) questions; and (6) comments. (JD)

ED 276 011

English Language Artiz: Common Curricelum Goals; Carriculum Mapping, End of Fifth Grade. Oregon State Dept. of Education, Salem. Pub Date—45p.; For other guides in this series, see CS 210 058-062.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Communication Skills, \*Curriculum Development, \*Curriculum Evaluation, \*Educational Objectives, Evaluation Criteria, \*Evaluation Utilization, Grade 5, Intermediate Grades, \*Language Arts, Teaching Methods Identifiers—Oregon State Department of Educations.

Based on common curriculum goals outlined by the Oregon Department of Education, this curriculum map is designed to assist fifth grade teachers in evaluating and revising their current curriculum. Instructions describe how teachers can effectively use the material provided to gather information and tally and analyze results. The map consists of two main sections. The receptive section focuses on those skills that allow students to receive and process information so as to help students use listening, reading, and literature skills to better understand human experiences and to share cultural commonalities and differences. The expressive section focuses on those skills used in producing communication so as to help students use writing and speaking skills in a variety of modes of communication and self-expression. Each section contains a number of objectives for students completing fifth grade. These subsections are arranged on a grid for rating based on the following categories: (1) time spent on instruction and feedback; (2) degree to which current course goals reflect the common curriculum goals; (3) quality and quantity of instruction and experience; (5) questions; and (6) comments. (JD)

CS 210 06
inglish Language Arts: Common Carriculum
Goals; Carriculum Mapping, End of Eighth
Grade. CS 210 061

Grade.

Oragon State Dept. of Education, Salem.

Pub Date—86

Note—47p.; For other guides in this series, see CS
210 058-062.

Pub Type— Guides - Non-Clasaroom (055)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—\*Communication Skills, \*Curriculum

Development, \*Curriculum Evaluation, Teducational Objectives, Elementary Education, Evaluation Criteria, \*Evaluation Utilization, Grade 8,

\*Language Arts, Teaching Methods

Identifiers—Oregon State Department of Education

"Language Arts, Teaching Methods Identifiers—Oregon State Department of Education
Based on common curriculum goals outlined by
the Oregon Department of Education, this curriculum map is designed to assist eighth grade teachers
in evaluating and revising their current curriculum.
Instructions describe how teachers can effectively
use the material provided to gather information and taily and analyze results. The map consists of two
main sections. The receptive section focuses on
those skills that allow students to receive and process information so as to help students use listening,
reading, and literature skills to better understand
human experiences and share cultural commonalities and differences. The expressive section focuses
on those skills used in producing communication so
as to help students use writing and speaking skills in
a variety of modes of communication and self-expression. Each section contains a number of objectives for students completing eighth grade. These
subsections are arranged on a grid for rating based
on the following categories: (1) time spent on instruction and feedback; (2) degree to which current
course goals reflect the common curriculum goals;
(3) quality and quantity of instruction and practice;
(4) preservice and inservice teacher education and
experience; (5) questions; and (6) comments. (JD)

EJJ 276 013

English Language Aris: Common Curriculum Gosle; Curriculum Mapping, End of Eleventh Grade.

Grade.

Oregon State Dept. of Education, Salem.
Pub Date—36
Note—57p.; Printed on colored paper. For other guides in this series, see CS 210 058-061.
Pub Type—Guides - Non-Clasaroom (055)
EDRS Price - MP01/PC03 Plus Pestage.
Descriptors—"Communication Skills, "Curriculum Development, "Curriculum Evaluation, "Educational Objectives, Evaluation Criteria, "Evaluation Utilization, Grade 11, High Schools, "Language Arts, Teaching Methods Identifiers—Oregon State Department of Education

tion
Based on common curriculum goals outlined by
the Oregon Department of Education, this curriculum map is designed to assist eleventh grade teachers in evaluating and revising their current
curriculum. Instructions describe how teachers can
effectively use the material provided to gather information and tally and analyze results. The curriculum map consists of two main sections. The
receptive section focuses on those skills that allow

students to receive and process information so as to help students use listening, reading, and literature skills to better understand human experiences and share cultural commonalities and differences. The expressive section focuses on those skills used in producing communications so as to help students use writing and speaking skills in a variety of modes of communication and self-expression. Each section contains a number of objectives for students completing eleventh grade. These subsections are arranged on a grid for rating based on the following categories: (1) time spent on instruction and feedback; (2) degree to which current course goals reflect the common curriculum goals; (3) quality and quantity of instruction and practice; (4) preservice and inservice teacher education and experience; (5) questions; and (6) comments. (ID)

ED 276 014 CS 210 06

Jackson, Linda W. And Others

Relating Learning Styles to Performance on Written Composition Using Microcomputer Word

Processing and the Traditional Handwritten

Method. CS 210 063

tea Composition Using Microcomputer Word Processing and the Traditional Handwritten Method.
Pub Date—[84]
Note—249.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Cognitive Style, Comparative Analysis, Grade 12, "Handwriting, High Schools, Learning Processes, "Word Processing, "Writing (Composition), Writing Evaluation, "Writing Risk Using word processors and the traditional handwriting method, a study investigated the relationship of learning styles to performance in twelfth graders' written compositions. Subjects (n=55) were enrolled in a public school in east central Mississippi. The study hypothesized that students using user processors and those using the traditional handwritten method would demonstrate no significant difference in either achievement or learning styles. Canfield Learning Style Inventory measured learning style, while a Mechanics of Writing Checklist measured writing performance. Data analysis indicated no significant difference between the vow, learning style preferences contributed significantly to the word processing groups' achievement: organization, inanimate objects, and direct experience. The handwriting group preferred independence in their work, learned qualitatively, and expected grades of "C" in their work. Analysis of the relationship of learning styles to achievement indicated that the learning style in that of its word processing counterpart. Results indicated that the use of word processor did not (1) affect the written composition of Writing Checklist is appended.) (JD)

ED 276 618 appended.) (JD)

CS 210 064 ED 276 015

ED 276 015 CS 210 064
Demerly, Ed
Putting the Past into the Present through Research Papers.
Pub Date—Feb 86
Note—15p.; Paper presented at the Annual Meeting of the Mid-West Regional Conference on English in the Two-Year College (21st, St. Louis, MO, February 13-15, 1986).
Pub Type—Guides - Classroom - Teacher (052) —
Opinion Papers (120) — Speeches/Meeting Papers (150)

Pub Type—Guides - Classroom - Teacher (1921)—
Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*College Freshmen, \*Freshman Composition, Higher Education, \*Research Papers (Students), \*Student Research, Synthesis, Writing Exercises, \*Writing Instruction
In order to have freshman composition students review and strengthen their research and documentation skills, they are asked to write 700 to 1,000-word papers synthesizing from sources such as anthologies, journals, government documents, films, biographies, almanacs, and interviews. Three assignments require the students to gather information about an event, person, place, or thing of the past and then discover how that information is relevant to the present. This sort of research paper assignment prevents a remodeling of high school papers and motivates students to write because they can choose a topic relevant to their interests. (Detailed descriptions of the three assignments are provided.) (SRT)

ED 276 016

Bryson, M. And Others

Augmented Word-Processing: The Influence of Task Characteristics and Mode of Production on Wristers' Cognitions.

Pub Date—Apr 86

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

Pub Type—Speecher (March)

ing of the American Educational Research Association (67th, San Francisco, CA, April 16-20,
1986).
Pub Type—Speeches/Meeting Papers (150) — Reporta - Research (143)
EDRS Price - MP01/PC92 Pless Postage.
Descriptors—Comparative Analysis, Computer Assisted Instruction, "Prewriting, "Revision(Writiten Composition), Secondary Education, "Word
Processing, "Writing Difficulties, Writing Evaluation, "Writing Instruction, "Writing Processes,
Writing Research, Writing Skills
To characterize the influence of various constraints on students' composing processes, a study
investigated the (1) type of instructions students
received prior to their composing and revising sessions, (2) mode of production—whether a computer
or paper and pencil was used for composition and
revision, and (3) effect of skill level on students'
writing processes. The study also examined difficulties that students encountered in regulating the role
of editing while composing a first draft, resisting the
temptation to edit frequently while using the word
processor, planning during either the composing or
first draft compositions. Subjects, eight average and
eight talented eighth grade students, completed four
tasks, each of which constrained the composing
conditions in some way. Tasks included a "no edit'
composing session, "free edit" composing session, fired that the talented students,
without the concomitant distraction of editing while
composing on the computer, created valuable content in their preliminary drafts and then significantly improved their texts through global revision of
word processors benefited neither the writing processes nor products of the average students. (Methods of protocol analysis are appended.) (JD)

ED 276 017

cod of protocol analysis are appended.) (1D)

ED 276 017

CS 210 077

Choo. Edward Yi

A Content Study of Selected American Newspapers on the Fall of China in 1949.

Pub Date—Apr 77

Note—69p.; M.A. Degree Plan B Paper, University of Minnesots.

Pub Type—Reports - Research (143) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Content Analysis, Foreign Countries, International Relations, Journalism, \*Media Research, \*Newspapers, \*News Reporting, World History

Identifiers—\*China, Chinese Communist Party, Chinese Nationalists, Taiwan, Twentieth Century History

Identifiers—"China, Chinese Communist Party, Chinese Nationalists, Taiwan, Twentieth Century History
A study examined the treatment of Chinese affairs in four American newspapers during December 1949, when China fell to Communism. Content analyses were conducted on issues of the "New York Times," "The Christian Science Monitor," "The Chicago Tribune," and "The St. Louis Post-Dispatch." Each of the 416 articles examined was classified as relating to either Nationalist China (Taiwan) or Communist China. Results indicated that among the selected newspapers, "The Christian Science Monitor" was the only one that paid more attention to the Communists than the Nationalists, while the other three contributed the majority of space to the Nationalist government and followers during the last month of 1949. The results suggest that American newspapers tended to pay a little more attention to Nationalist China than to its relation than the Communists appeared more attention to Nationalist China than to its relation than the Communist appeared more lengthy and thorough than those on the Nationalists. Analytical reporting appeared in nearly one-quarter of the Communist articles. (A historical saway on 20th-century China as well as extensive tables of data from the study and a four-page bibliography are included.) (HTH)

ED 276 018 CS 210 083

Newell, George E. And Others
The Effects of Writing in a Reader-Based and
Text-Based Mode on Students' Understanding of

Two Short Stories.
Pub Date—Apr 36
Note—37p; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

ing of the American Educational Research Association (67th, San Francisco, CA, April 16-20,
1986).
Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)
EDRS Price - MP01/PC02 Plus Pestage.
Descriptors—High Schools, Literary Criticism,
\*Reader Response, \*Reader Text Relationship,
\*Reading Comprehension, \*Reading Writing Relationship, Short Stories, \*Writing Evaluation,
Writing Research, \*Writing Skills
Identifiers—Audience Awareness, \*Discourse
Modes, Literary Response
A study investigated the effects of writing in a
personal and a formal mode on students' understanding of literary text. Formal text-based and personal reader-based writing samples produced by 65
tenth grade students in response to two stories from
D. Sohn's "Ten Modern American Short Stories"
were analyzed for quality of response, audience,
function, syntactic complexity, fluency, and types
of response statements. Findings indicated that the
reader-based or personal writing tasks enabled the
students to produce qualitatively more effective responses that tended to be more fluent and constructed with a wider range of response statements
than were the formal responses. Thus, in spite of
their limited experience in sanslytic writing, the students were capable of a variety of approaches to
literature. A shift in audience from teacher-sa-exaaminer to teacher-student dialogue in the personal
writing indicated a tentativeness that permitted the
students to invite their reader into their explorations
of the short stories. Though the two approaches
were not mutually exclusive, students took different
experiences from them. The results suggest that
writing can be used as an effective tool for understanding literary texts. (Tables of data are included
and the evaluation scale and definitions and examples of literary texts. (Tables of data are included
and the evaluation scale and definitions and examples of literary texts. (Tables of data are included

ED 276 019 CS 210 086

ED 2/6 019

CS 210 086

Deming, Mary P.

Peer Tutering and the Teaching of Writing.

Pub Date—Apr 86

Note—27p.; Paper presented at the Meeting of the Southeastern Writing Center Association (Mobile, AL, April 17-19, 1986).

Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150) — Reports - Descriptive (141)

EDBS Pates Astant (1998).

(141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational History, Evaluation
Methods, Higher Education, Instructional Effectiveness, \*Peer Teaching, Program Descriptions,
Teaching Methods, \*Tutorial Programs, \*Writing
Research

Teaching Methods, "Tutorial Programs, "Writing Research
Peer tutoring has a long historical precedent in western civilization. Since its reemergence in the United States during the 1960s, it has been used for every age group, subject matter, and level of intelligence. Numerous research studies have shown the benefits of peer tutoring, its efficacy in the college priting center has caught the attention of leaders in the field of English education, and it is most eloquently supported in K. Bruffee's "Peer Tutoring and the 'Conversation of Mankind." Peer tutors are effective in helping students with the different stages of the writing process, but that effectiveness depends primarily on the type of training tutors receive. The most emulated college program was formulated by Bruffee at Brooklyn College, and emphasizes peer criticism. Like any other technique that promises fast action and quick results, peer tutoring should be scrutinized seriously. Tutors could be rated by observers using a performance checklist, of, for a more summative evaluation, a pretest and posttest could be given to the student to determine mprovements as a result of the tutoring. (HTH)

ED 276 020 CS 210 099 ED 276 020
CS 210 099
Langer, Judith A.
Literate Communication and Literacy Instruction.
Pub Date—[86]
Note—24p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Basic Skills, Cognitive Development,
Cognitive Objectives, "Communication Skills,
"Daily Living Skills, "Educational Change, Educational Improvement, "Educational Insprovement, "E

ucation, Interpersonal Competence, Language Skills, Learning Strategies, "Literacy Education, "Social Cognition, Social Development, Teacher Student Relationship, Teaching Methods The kind of literacy education currently valued in America has been ineffective in teaching more thoughtful literacy skills. A sociocognitive approach to literacy instruction focuses on developing the thinking skills that students will use as they engage in socially purposeful activities. Teachers, tests, and instructional materials in this approach emphasize not isolated bits of knowledge, but students growing ability to use language and communication skills in more varied and reasoned ways. This approach to literacy instructure, and routines are internalized en route to accomplishing purposeful and socially measuingful activities, and (2) the kinds of literate thinking that learners acquire is reflective of the social context in which literacy is learned. If schools are to teach higher levels of literate thinking, teachers must value and use these activities as part of the ongoing social-communicative fabric of the classroom. When this occurs, the nature of instructional activities will shift from practice to application. In addition, literacy education will change its focus from reading and writing to ways of thinking appropriate to the demands of present society. (Included are examples of instruction from a sociocognitive persepective, such as logs, letter writing, uses of language, writing a newspaper, and a prereading plan.) (ID)

EAJ 276 021 CS 210 103
Paulis, Chris
The Adaptation of Short Stories into Screenplays:
A Language Arts Program for the Gifted.
Pub Date—84
Note—9p.
Journal Cit—Maryland English Journal; v19 n2
p7-13 1984
Pub Tyne—Girlde

Note—9p.
Journal Cit—Maryland English Journal; v19 n2 p7-13 1984
Pub Type— Guides - Classroom - Teacher (052) —
Journal Articles (080)
EDRS Price - MF91/PC91 Pies Postags.
Descriptor—Course Content, "Drama, Elementary Education, "Film Production, "Gifted, Interaction, Teaching Methods, Writing Exercises
A summer English class for gifted fifth-through eighth-grade students was designed to allow students to interact with literature by adapting short-stories into plays that the students then produced, performed, and filmed. During the prewriting phase, students discussed qualities most essential to a story or film, and compared a short story with its film version. Students then completed a teacher developed learning activity packet on adapting short stories into plays. During the writing/selection phase, students worked independently adapting the stories they had selected, sharing them with peers and adults for feedback, and revising their writing based on evaluations and guidelines established in earlier classes. The class was them divided into two groups, each with actors and technicals, who chose one play they felt they could best produce in the required time. During the production phase, actors rehearsed, technicians practiced with their equipment, and technical scripts were prepared. Rehearsals were filmed to allow additional practice and self-evaluation. On each of the last three days of the class, the two productions were filmed as performances, each successive performance showing improvement over the previous one. One of the films placed second in a county film festival competition. (Student responses to the course and festival proposal are included.) (HTH)

CS 210 104

ED 276 022 CS 210 104

Mora, Donald E.

From Language to Literature and Partway-Back:
Writing Assignments Which Work.
Pub Date—86

Note—7p.
Journal Cit—Language Arts Journal of Michigan;
v2 n2 p20-25 Pall 1986

Pub Type— Journal Articles (080) — Guides—Classroom - Teacher (052)

EDRS Price—MP01/PCD1 Plus Pestage.
Descriptors—Paudience Analysis, Higher Education, Letters (Correspondence), Literature Appreciation, Reader Response, Satire, Secondary
Education, Teaching Methods, \*Writing Exercises, \*Writing Instruction

Identifiers—Cats Cradle (Vonnegut)
To shift the focus away from the writing instructor

as the primary audience for written compositions, these writing assignments address the issue of audience directly. The assignments include the following: (1) select a magazine and analyze its audience; (2) compose a letter to the editor; (3) write an article for the selected magazine about an aspect of society depicted in a literary work currently being read by the class; and (4) using Kurt Vonnegut, Jr.'s "Cat's Cradle," write an article on an aspect of the country, customs, or people of San Lorenzo for a specific magazine with a specialized audience. Three sample student papers written for the fourth assignment are included. (SRT)

ED 276 023

CS 210 105

Heaberlin, Hal Casebook Approach to Writing the Research Pa-

Hasherin, Hal
Casebook Approach to Writing the Research Paper.
Pub Date—86
Note—4p.
Journal Cit.—Language Arts Journal of Michigan;
v2 n2 p26-28 Fall 1986
Pub Type—Guides—Classroom—Teacher (052)—
Journal Articles (080)
EDRS Price —MF01/PC01 Plus Postaga.
Descriptors—Grade 10, High Schools, Research
Methodology, "Research Papers (Students), Student Attitudes, Student Research, "Teaching
Methods, Writing Evaluation, Writing Improvement, "Writing Instruction
Use of the casebook—selected magazine articles on
a given subject, copied, stapled and given to each
student—generates enthusiasm and improves the
quality of high school sophomore research papers.
The casebook approach ensures that no student is
left behind in the topic selection or information
gathering stages, and the teacher's familiarity with
the materials allows more effective feedback during
the organization and writing phases. Two topics are
selected by student consensus two weeks prior to
the research paper unit. The teacher then assembles
and copies an 18-26 page casebook for each topic,
from which students are expected to generate
40-100 note cards and a 4-10 page paper. (These
articles are found using the Readers' Guide, and
assembly of the caseboots from start to finish requires about four hours outside of class). Before receiving their casebooks, however, students practice
taking notes and then pulling them together into a
first draft. After that the students take notes from
their casebooks, not the teacher reviews again how
to pull the notes together into a draft. At this point
the teacher gives the students a copy of a well-written research paper from the previous year as a format model. In spite of the disadvantages of this
approach, more students finish the paper with less
frustration, and the quality of writing is higher.
(HTH)

CS 210 111 ED 276 024 Fleming, Margaret, Ed.
Tsacking Non-Fiction.
Arizona English Teachers Association, Tempe.
Pub Date—34

Note—92p.

Journal Cit—Arizona English Bulletin; v26 n2 Win
1984

Journal Cli—Arizona English Bulletin; v26 n2 Win 1984
Pub Type— Opinion Papers (120) — Guides - Classroom - Teacher (052) — Collected Works - Serials (022)
EDBS Price - MFDL/PC04 Plus Postage.
Descriptors—Biographies, Civil Rights, Educational Theories, Elementary Secondary Education, "English Instruction, Essays, "Learning Activities, "Nonfiction, Periodicals, "Reader Text Relationabip, Sciences, "Teaching Methods, United States History, United States Literature Noting the general lack of attention to the teaching of nonfiction, this focused journal issue presents 11 articles containing suggestions for ways to incorporate various nonfiction materials into the English class. Article titles and authors in the journal are (1) "A Marriage that Works: Early American Literature in Context" (S. Bouley); (2) "Teaching Biography and Autobiography in the Arizona Territory" (J. McGinnis); (3) "Our Heritage of Informational Books Travels to Dark Continents, Lessons of Caterpillars, and Observations of Marsh Hawks" (M. G. Ferry); (4) "Teaching the Essays: E. B. White's "Second Tree from the Corner" (S. J. Treharne); (5) "On Being a Scientific Booby" (N. Mairs); (6) "A Scientist in the Classroom: Applications of Thomas Kuhn's "The Structure of Scientific Revolutions' for Teachers of English" (D. H. Roen); (7) "Human Rights: Materials for a Secondary Units" (S. Totten); (8) "Aristotle" (C. Moneyhun and M. Diogenes);

(9) ""It Must Be Good": The High Craft of the Lowly Magazine Article" (J. Beck); (10) "Watergate Con-fessionals: History as Literature and Vice Versa" (M. B. Fleming); and (11) ""Fiction as Nonfiction": An Agenda for Theories of Fiction in English Class-rooms" (S. Kahnum). (FL)

CS 210 112

ED 276 025

Fleming, Margaret, Ed.

Challenges of the Future for Teachers and Students of English.

Arizona English Teachers Association, Tempe.

Pub Date—May \$2

Note—108p.

Journal Cft—Arizona English Bulletin; v24 n3 May

Note—108p.
Journal Cit—Arizona English Bulletin; v24 n3 May
1982
Pub Type—Guides - Classroom - Teacher (052)—
Opinion Papers (120) — Collected Works - Serials (022)
EDRS Price - MF91/PC05 Plas Postage.
Descriptors—Educational Change, "Educational
Philosophy, Educational Theories, Elementary
Secondary Education, "English Instruction, "Foatures (of Society), "Literature Appreciation, Teacher Characteristics, "Teacher Role, "Teaching (Occupation), Writing Instruction
Focusing on the challenges the future will bring to
English teachers, this journal issue contains 24 articles dealing with a variety of philosophical and pedagogical topics. Article titles and authors are (1)
"The End of Us. 1986" (R. E. Stratton); (2) "2082:
A College Speaking Course" (C. Yetman); (3)
"Competing with the Mass Media" (M. Keiffer); (4)
"A Practical Look at Relative Readsbility" (J. D.
Shields); (5) "The Language of Accusation" (F. C. Lewis); (6) "The High Cost of Textbooks" (G. Hullman); (7) "Some Needed Changes" (R. Qualls); (8)
"Bursout: Encounter and Escape" (R. Larsen); (9)
"Teachers and Learning" (S. Monhollen); (10)
"Why is It That When People Ask Me What I Do
for a Living, I Tell Them I Work for the Phone
Company?" (B. P. Feldstein); (11) "Let's Help
Johnny" (M. Valverde); (12) "Native American
Students in the English Classroom" (D. G. WinChell); (13) "Basic Competency Skills in Prospective
Teachers" (J. Streitmatter and S. Padgett); (14)
"Removing the Bore Barrier" (D. Reof); (15)
"What I've Learned from Teachers" (K. Duggan);
(16) "Not by Scientific Technology Alone" (B. E.
Seittelman): (17) "How Adolescents React to
Change: Selected Examples from Literature" (O.
Osa); (18) "Making Literature Relevant" (B. Killian); (19) "Reflections on Wordsworth and Byron
(W. H. Butler); (20) "Developing Critical Thinking
through Writing" (L. A. Fritz); (21) "Perspectives
on Conferences and the Writing Process" (K. W.
Lampert, D. C. Schaberg, and M. L. Faigen); (22)
"The Beginnings of Talent Case in Point" (A. G.
Brand); (23) "Redisc

CS 210 114

ED 276 026 CS 210 1
Fleming, Margaret, Ed.
Toaching Language Creatively.
Arizona English Teachers Association, Tempe.
Pub Date—May 83

Note—157p. Journal Cit—Arizona English Bulletin; v25 n3 May

Journal Cti—Arizona English Bulletin; v25 n3 May 1983
Pab Type— Opinion Papers (120) — Guides - Classroom - Teacher (052) — Collected Works - Serials (022)
EDRS Prics - MF01/PC07 Plus Postage.
Descriptors—Creative Writing, Elementary Secondary Education, English, "English Instruction, Grammar, Haitu, "Language Arts, "Language Skills, "English Instruction, Grammar, Haitu, "Language Arts, "Language Skills, "English Instruction, Speech Skills, "Teaching Methods, Vocabulary Development, "Writing Exercises, Writing Instruction
Focusing on ways to teach language intelligently and enjoyably, this journal issue contains 23 articles dealing with a variety of topics. Article titles and authors are (1) "An Experiment: Immersing Students in Language" (S. C. Kirby); (2) "The Art of Storytaking" (J. Charnock); (3) "Getting Poems from the A-poetic" (J. W. Broaddus); (4) "Using Peer Groups to Produce a Stang Dictionary" (D. W. Brickson); (5) "Nuclear Doubletalk: 'Nukespeak'; (S. Totten); (6) "On Barberiams" (J. Seely; (7) "T-Shirt Communication (C. Schon and J. Ferrell); (8) "Getting the Most out of Magazines" (C. Pilkington); (9) "A Teacher of Parody" (C. Osborne);

(10) "Non-Sexist Language for Pedagogues" (B. Wade); (11) "Must Non-Sexist Language Be Ponderous?" (A. Cooper); (12) "Effective Speaking for Minorities" (R. DeFrank, R. Gerardi, and G. C. Benedict); (13) "Qualities and Quandaries of Black English" (R. Byans); (14) "Something You May Need to Know about Transformational Grammar but Are Afraid to Ask" (A. M. Scott); (15) "Semioties" (C. Suhov); (16) "Selected Activities for a Teaching Unit on Semantics" (C. L. Thompson); (17) "Vocabulary without Drill: Recent Trends in Pedagogy" (M. H. Moran); (18) "Promoting Vocabulary Development in the Content Areas (C. Cacha); (19) "Punctuation: Phase Two, with Feeling" (J. P. Beck); (20) "Syllable Count and Spelling Difficulty" (P. Groff); (21) "Complexity in Buresucratic Language: The Kinds of Relationships between Clauses" (R. Beatty, Jr.); (22) "Sentence Combining: Everything for Everybody or Something for Somebody" (J. W. Ney); and (23) "Dealing with the Grammar Boom: The True Basics' for Composition in the 80s" (T. A. Lope B. McCrea). In addition, the journal contains three language teaching activities; a copy of "The Essentials of English," a document prepared by the National Council of Teachers of English; and a selection of balku poetry written by students. (FL)

CS 210 119 ED 276 027 Phillips, Linda M. Using Children's Literature To Faster Written

ED 276 027

Phillips, Linda M.

Using Children's Literature To Poster Written
Language Development.
Pub Date—Jul 86

Note—49p.; Writing samples may be marginally legible.
Pub Type—Reports - Research (143)
EDRS Price - MPGI/POL2 Plus Postage.
Poscriptors—"Childrens Literature, Comparative Analysis, Pantasy, Foreign Countries, Grade 1, Learning Processes, Literary Devices, Literary Styles, Poetry, Primary Education, "Reading Writing Relationship, "Teaching Methods, Vocabulary Development, Vocabulary Skills, Writing Evoluation, "Writing Improvement, "Writing Instruction, Writing Improvement, "Writing Leattruction, Writing Frocesses, "Writing Research, Writing Skills, Writing Instruction, Writing Processes, "Writing Research, Writing Skills, Identifiers—"Early Writing, Newfoundland
A study investigated how a teaching approach that emphasized literature would affect children's writings and help them to apply elements of form and content. Six first grade classes in a rural Newfoundland school district participated in the study, the students performed similarly on overall readiness. The class randomly selected as the experimental group (the "literature group") was judged to be representative of the whole group; the other five classes, using basal readers, formed the control group. Hypotheses predicted that the literature group would (1) produce writings superior to those of the basal reading classes, and (2) develop a sensitivity to good form and content. Subjects, 18 first graders, wrote and read selections of poetry, fairy tales and fantasy in a pretest/posttest scenario. Plendings were categorized under six major headings: form, content, vocabulary, sentence structure, writer reaction and originality. Findings suggest that the literature approach helped to broaden children's experiences beyond their own egocentric world, influencing the length, fluency, and literary techniques. In contrast, the basal class's writings revealed simple sentences, relatively undeveloped stylistic features, and a lack of vocabulary dept

CS 210 120 ED 276 028

ED 276 028

CS 210 120

Cornett, Claudia E

Learning through Laughter: Humor in the Classroom, Fastback 241.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-241-0

Pub Date—879. This publication was sponsored by the
Niagara Ontario Chapter of Phi Delta Kappa.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 (30.90).

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Behavior Patterna, Class Activities,
\*Classroom Revironment, \*Classroom Techniques, Elementary Secondary Education, \*Humor, \*Plastructional Innovation, Psychological Needs, Teacher Student Relationship, Teaching Guides, \*Teaching Methods
Focusing on humor as a powerful instructional resource, this booklet addresses a variety of issues regarding humor in the elementary and secondary classroom. Thirteen ways in which humor can help teachers to schieve educational goals are presented, specifically that it (1) stracts stiention and provokes thought, (2) liberates creative capacities, (3) helps gain friends, (4) improves communication, (5) soothes difficult moments, (6) can stimulate intercultural study, (7) promotes health, (3) develops a positive atitude and self-image, (9) motivates and energizes, (10) solves problems, (11) increases quality and quantity of students' reading, (12) reinforces desired behaviors, and (13) has entertainment value. An age-based, developmental sequence of a child's sease of humor, derived from various cognitive stage theories, is outlined. Next, the booklet postulates that knowledge of this progression and an awareness of the nature of humor enables teachers to help students analyze their own sense of humor, use humor appropriately in social situations, and speak and write creatively. The physical aspects of humor are discussed and 11 reasons for including humor in one's daily routine to relieve stress are presented. Finally, a list of 49 currently used, practical teaching ideas for employing humor in the classroom are offered. A bibliography is included. (JD)

room are offered. A bibliography is included. (JD)
ED 276 029
Raphael. Taffy E. And Others
Text Structure Instruction within Process-Writing
Classwooms: A Manual for Instruction. Occasional Paper No. 104.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Report No.—IRT-OP-104
Pub Date—Sep 86
Contract—408-81-0014
Note—92p.
Available from—Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI
4824-1034 (39.25).
Pub Type—Guides - Classroom - Teacher (052) —
Reports Descriptive (141)
EDRS Price - MF01/PCD4 Plus Poetage.
Descriptors—Elementary Secondary Education,
\*Expository Writing, "Reading Comprehension,
Reading Research, Reading Writing Relationship,
Recall (Psychology), Teaching Methods, \*Writing Instruction, \*Writing Processes, Writing Research
Identifiers—\*Text Structure

ing instruction, "Writing Processes, Writing Research Identifiers—"Text Structure

In response to teachers' requests for specific information about implementing the curriculum in the Expository Writing Program (EWP), this manual presents the instructional methods and materials used during the Teaching Expository Reading and Writing Project. First, the lines of research that formed the basis for the instructional program are described, specifically research on question-answer relationships, research on informational text structures, and research on writing processes. Next, EWP is described in terms of the rationale, methods, and materials used. This description is followed by a discussion of the impact that participation in this program had on the organization and quality of students' writing as well as students' attitude toward writing. Sample instructional sequences and other instructional materials are appended. (Author/SRT)

ED 276 030 CS 210 124

Wittler, Janette Marie
EYE to I: Influences of the Psychology of Perception in the Act of Composition.
Pub Date—26 Mar 83

Pub Date—26 Mar 83

Note—11p.
Pub Type— Opinion Papers (120)
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Interdisciplinary Approach, Multimedia Instruction, "Teaching Methods, Visual Aids, Visual Literacy, "Visual Perception, "Visual Stimuli, Writing Exercises, "Writing Instruction Identifiers—Journal Writing
The act of composition is based on perception, selection, and arrangement in time and space of

what is seen. How the world is seen depends on experience, memory, sensibility, discriminative powers, sexual identity, and cultural and historical contexts. Students can learn to understand how their personality affects what they see by maintaining private journals in which they learn to observe accurately, measure their perceptions, develop self-awareness, and build a bank of experiences from the natural data inherent in their lives. Visual literacy can improve verbal literacy and fluency; students can focus on an image in a slide or photograph, write about what they see, and in this way discover how reality can differ according to the perceiver and how choices can be made about what is seen and how it is seen. The teacher of writing and literature can use visual stimuli to heighten creative potential in students and revitalize the study of language and literature. (SRT)

ED 276 031 CS 210 127 Hennessy, Michael Theory before Practice in the Training of Writing

Hennesy, Michael
Theory before Practice in the Training of Writing
Teachers.
Pub Date—Mar 86
Note—19p.; Paper presented at the Annual Meeting of the Conference on College Composition
and Communication (37th, New Orleans, LA,
March 13-15, 1986).
Pub Type— Guides - Non-Clasaroom (055) —
Speeches/Meeting Papers (150)
EDIS Price - MFDL/FOH Flus Postage.
Descriptors—\*Freshman Composition, Graduate
Study, Higher Education, Restoric, Teacher Education, "Teaching Assistants, Teaching Methods,
"Writing Instruction
Identifiers—\*Rhetorical Theory
Graduate teaching assistants are too often given
only "survival training" to prepare them to teach
freshman composition. For the following reasons,
the focus of teacher preparation in this area should
be on rhetorical theory: (1) the study of theory in
forms the practice of teaching, (2) the study of theory
is valuable for its own sake. Southwest Texas State
University provides a graduate seminar in the theory and practice of composition. The syllabus, using
Lindemann's "A Rhetoric for Writing Teachers,
provides an overview of the discipline, covering everything from rhetoric, cognition, and linguistics to
the evaluation of student essays. The remaining material in the course consists of readings from professional journals and a sampling of important books
written between the early 1970s and the mid 1980s
by Emig. Shaughnessy, Moffett, and others. The
course makes students think critically shout what
they do in the clasaroom, encourages fruitful pedagogical experimentation, and generates an intellectual excitement and a sense of professionalism
among the teaching assistants. (A sample syllabus
and final paper assignment for the graduate seminar
are provided.) (SRT)

ED 276 032 CS 210 128

ED 276 032

Amann, Theress N.
Teaching Poetry in Elementary Grades: A Review of Related Literature.
Pub Date—[86]
Note—149.
Pub Type— Information Analyses (070)
EDRS Price - MF0L/PC01 Pius Postage.
Descriptors—Educational Research, Elementary Education, "Elementary School Curriculum, Literature Appreciation, "Poetry, Reading Aloud to Others, "Teaching Methods In order to assess current ideas, reveal their short-comings, and suggest steps for future investigation, this review of the literature on teaching poetry, teaching methods, poetic forms, experimental research, and the benefits of poetry. The paper concludes that the lack of empirical research and the glut of anecdotal writing on teaching poetry will increase the body of knowledge, but will not advance it. (SRT)

ED 276 033

ED 276 033
Holpern, Jeanne W.
Babbitt's Brothers & Sisters: Raising Ethical Issues in Business Literature.
Pub Date—14 Mar 86
Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
Pub Type—Opinion Papers (120) — Reports - De-

scriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MFPU/PCSI Plus Pestage.
Descriptors—Business English, Carcer Bebucation,
"Bthical Instruction, Higher Education, "Literature Appreciation, Moral Values, Reader Response, "Reader Text Relationship, Reading Writing Relationship, Technical Writing Identifiers—Business Behios, "Business Literature A college-level course in business literature is an ideal place to raise and discuss ethical issues. To be successful, a teacher of this course must engage student interest, help the students articulate and understand their own ethical attitudes, clarify the stance and artistry of the author, and refine student responses to ethical questions. When dealing with books such as "Iacocca: An Autobiography," Benjamin Frankins" "Autobiography, "The Rise of Siles Lapham," "A Cool Million," "Death of a Salesman," "The Pit," "Babbitt," "The Man in the Gray Plannel Suit," and "The Sool of a New Machine, the questions that consistently engaged student interest were. (1) "How will I balance my dedication to building a career with my responsibility to a family" (2) "What should I do when my personal values conflict with the accepted practices of business or industry?" and (3) "What happens when the traditional American image of success does not work for me and others like me?" ideas for teaching about ethics in business literature can be applied to other courses such as technical or business writing classes, or other literature courses, especially classes with a diverse, career-oriented clientele. (SRT)

CS 210 133

ED 276 034

CS 210 133

Groth, Nancy And Others

Enhancing Literature with Writing Assignments.

Pub Date—21 Mar 86

Note—26p; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (5th, Phoenix, AZ, March 20-22, 1986).

Pub Type—Guides - Classroom - Teacher (052)—Speeches/Meeting Papers (150)

EDRS Price - MF91/PO12 Plus Postage.

Descriptors—High Schools, \*Literature Appreciation, Reader Response, Reading Comprehension, Student Braluntion, \*Teaching Methods, United States Literature, \*Writing Exercises, \*Writing Instruction Identifiers—Journal Writing, Prereading Activities On the basis of a National Humanities project proposed by the English department of a St. Louis, Missouri high school, many different approaches to drawing students into writing about and understanding ilterature were developed. One of three such techniques is a sequence of writing-reading-writing that offers the possibility of both enhancing the success of writing with greater understanding and reading with a clearer focus. A second technique is the use of creative journal writing, Journal assignments before, during, and after reading can stimulate student interest in unit themes, anticipation of characters and plots in certain pieces of literature, and responses to literature in ways other than the traditional critical/analytical essay. A third technique is the use of writing for accountability in lieu of book reports or quizzes. Journal assignments can be structured to help teachers determine whether students have read their literature assignments and how well they comprehend the readings. (Appendixes include a series of writing sasignments, and final writing topics; sample student book reviews; sample entries from student journals; and suggested journal assignments for American literature courses.) (HTH)

ED 276 035 CS 210 134
Bishop, Wendy
Research, Theory, and Pedagogy of Peer Writing
Groupe: An Annotated Bibliography.
Pub Date—[86]
Note—23p.
Pub Type— Reference Materials - Bibliographies
(131)

(131)
EDRS Price - MF01/PC01 Ples Postage.
Descriptors—Annotated Bibliographies, Classroom
Environment, "Cooperation, Higher Education,
Participative Decision Making," Peer Bvaluation,
"Peer Groups, Peer Influence, Peer Teaching,
"Teaching Methods, Tutoring, Writing Evaluation, "Writing Processes, "Writing Research
Identifiers—"Collaborative Writing
Noting that, in general, collaborative peer writing
groups benefit students but that teacher and student
preparation would improve the efficacy of collabo-

rative writing method, this bibliography provides detailed information on sources useful for introduc-ing writing students to the vocabulary and terminol-ogy of the composition community. Materials cited include books, essays in books, journal articles, dis-sertations, speeches, and research reports. (HTH)

ED 276 036

CS 210 140

m, Margot Conversational Model: A Paradigm for Con-cting Freshman Composition to the Disci-

pilmes.

Pub Dato—Mar B6

Note—15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PCB1 Plus Postage.

Descriptors—"Content Area Writing, "Freshman Composition, Higher Education, "Integrated Curriculum, Reading Writing Relationship, "Writing Exercises, "Writing Instruction, Writing Processes

riculum, Reading Writing Relationship, "Writing Exercises, "Writing Instruction, Writing Processes Identifiers—La Salle University PA, "Writing across the Curriculum The writing across the Curriculum Program at La Salle University, Pennsylvanis, derives its basic philosophy from Charles Bazerman's "The Informed Writer" which stresses that students learn about academic writing and reading in terms of a community of discourse. Though Bazerman's text is not used in the freshman composition course, students follow his sequence of assignments which require that students first express understanding of texts, then evaluate texts, and finally develop original analyses and arguments based on some research. Other required freshman courses are based on the same subset of Bazerman assignments. Writing assigned in advanced courses should have students practice the processes taught in freshman composition in a discipline-specific context. The aim of a writing across the curriculum sequence such as this is to show students the relationship between the writing about the relationship between the writing as the curriculum sequence such as this is to show students the relationship between the writing as adjunction, other required freshman composition, other required freshman courses, and advanced courses are appended.) (SRT)

CS 210 143

ED 276 037

Kermann, Andrea W.

Teaching Strategies for Introducing Word Processing into the Writing Class.

Pub Date—Nov 85

Note—12p; Paper presented at the Annual Meeting of the National Council of Teachers of English (75th, Philadelphia, PA, November 22-27, 1985).

Pub Type—Guides—Classroom—Teacher (052)—Specches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Cognitive Style, "Computer Assisted Instruction, Course Content, Developmental Stages, Higher Education, Instructional Effectiveness, Secondary Education, Student Needs, Teacher Student Relationship, "Teaching Methods, "Writing Instruction, Writing Processes, "Writing Research An ethnographic study of a writing class learning

Research
An ethnographic study of a writing class learning
to use the computer as a writing tool indicated that
learning word processing while learning how to
write was a highly stressful experience for some students, and that a word processing course taught by
writing teachers who attend to the special needs of
writers should be available separate from the comwriting teachers who attend to the special needs or writers should be available separate from the composition course. If a separate course cannot be implemented, writing teachers might teach word processing and writing in the same course, but not at the same time. However, as the findings of the study suggest, the ideal course for students must do more than separate the early phases of word processing from composition. Teachers must become sensitive to the compatibility of their teaching style with the learning styles of their students, and modify their techniques accordingly, providing a structure loose enough for students who benefit from autonomy, yet tight enough for those who prefer to work within explicit guidelines. The 'Lical class should encourage collaborative activities during the word processing and composition phases of the course, have no more than 20 students, and have a ratio of two students per computer at first, then one student per computer once the focus of the course shifts from acquiring the basic word processing skills to independent writing. (HTH)

ED 276 038 CS 210 144

McGlashan, Zena Beth Ways of Seeing Women: Challenging Journalis

MGGlazhan, Zena Beth
Ways of Seeing Women: Challenging Journalism's
Past.
Pub Date—May 86
Note—17p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Activism, Ferminism, "News Reporting, Political Issues, "Press Opinion, "Sex Bias, "Sex Stereotypes, "Womens Studies Identifiers—"Journalism History
Reconstructing journalism history is as important for contemporary mass communication professionals as it for scholars and their students because looking at the past from a minority standpoint—inside and the second controversies going on today, such as the argument over abortion. A list of guidelines for achieving more culture-based journalism histories is presented. These include not just recognizing stereotyping and trivialization of women and their activities, but also determining both male management's and female journalists' attitudes toward women, being aware that issues which were segregated to the women's pages of newspapers should be redefined in terms of their meaning and impact on society, both ours and in the past, so that scholars can move away from a front page definition of news; selecting a geographical sample of source material, to just status-based publications such as the "New York Times," and giving alternative publications move importance as source material, to just status-based publication in St. Paul, Minn. The GFWC had a dynamic president, Sarah Piatt Decker, who was sophisticated in her view of the press and its role in helping the club movement to grow and to achieve social reforms. Pursuing minority topics in journalism's history should not replace "mainstream" media research. However, the value of such minority focus may diminish in conservative inness und as the present and so the rigor and the importance of such scholarly effort must be valued and protected. (Author)

ED 276 039

ED 276 039 CS 210 145
Florio-Ruane, Susan
Conversation and Narrative in Collaborative Research, Occasional Paper No. 102.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—Oct 36
Contract—400-81-0014
Note—410.

CS 210 145

Contract—400-81-0014
Note—40p.
Available from—Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824
(\$3.50).

sity, 252 Enckson Hall, East Lansing, MI 48824 (53.50). Pub Type—Reports - Research (143) EDRS Price - MF91/PC02 Plus Postage. Descriptors—Educational Research Personal Narratives, Research Design, "Research Methodology, "Research Reports, Research Utilization, Teacher Attitudes, "Theory Practice Relationable, "Writing Instruction," Writing Research Identifiers—"Collaborative Research, Michigan, Teacher Needs, "Teacher Researcher Cooperation, Written Literacy Forum A group of teachers and researchers organized the Written Literacy Forum (WLF) to investigate how research on writing instruction could be made more practical for educators. WLF examined common research assumptions and their effects on formal research assumptions and their effects on formal research audiences and textual formats, the WLF also investigated the effects of altering such givens a susthor, audience, format, and purpose on the content and texture of theoretical work. WLF developed a conversational approach to educational research that emphasized both the role of narrative research that emphasized both the role of narrative oped a conversational approach to educational research that emphasized both the role of narrative in theories of practice and the social functions of writing about research. (Appendixes include a dis-cussion of the theoretical framework of the forms and functions of writing in the elementary classroom, a sample letter to parents with information on how to involve their children in writing at home, and rules of simulation games and samples of roles to be played by the researcher and principal.) (ID)

CS 210 146

ED 276 040

Hua, Li Min

Can Anyone Thunder? Writing within the Bounds
of One's Authority.
Pub Date—[85]

Note—19p.
Pub Type— Opinion Papers (120)

EDRS Price - MF91/PC01 Plus Postage.
Descriptors—Audience Analysis, Authors, Documentation, Higher Education, \*Persuasive Discourse, \*Plagiarism, Reader Teat Relationship, \*Research Papers (Students), \*Writing Instruction

lentifiers—"Authority, Author Reader Relationship, Author Text Relationship, Chinese University of Hong Kong
In written compositions, suthority derives for ship, Author Text Relationship, Chinese University of Hong Kong
In written compositions, suthority derives from
the dynamic interchange among author, text, and
reader. Baglish majors at The Chinese University of
Hong Kong, after competing rigorously for their
place in the university, softers to received opinions
rather than writing originally or authoritatively.
From their very first assignment, the students are
expected to write authoritatively, but the competitive culture of their secondary education has made
their feelings taboo. They are then taught to increase their authority by gathering fresh evidence
for research based papers. The students have special
problems when they try to write authoritatively
about literature because their writing lacks the voice
of a real person speaking from experience. Students
must be allowed to write badly, yet originally and
creatively, before they can be expected to write well
and authoritatively. For their senior theses, the students could write an original piece of literary analysis, but some made no attempt to distinguish
between their own suthority and that of their
sources. As a result, they were taught shout plagisrism and the difference between borrowing from
sources to reinforce their authority and borrowing
to usurp the authority of others. (SRT)

ED 276 041 CS 210 147

SEP 270 942 Skewmon, Zollie, Jr. The Relationship of North Carolina Writing Assessment Scores to Achievement on the Language and Reading Subtests of the California Achievement Test. A Research Study. Pub Date—[85]

guage and Ressing Subtests of the California Achievement Test. A Research Study.

Pub Date—[85]
Note—319.
Pub Type—Reports - Research (143)
EDRS Price - MF61/PO20 Plus Postage.

Descriptors—Achievement Tests, Elementary Secondary Education, Language Skills, \*Language Skills, \*Language Skills, \*Landardized Tests, \*Test Interpretation, Test Results, 'Test Theory, Writing Evaluation, Writing Research, Writing Skills | Reading Tests, Standardized Tests, \*Test Interpretation, Test Results, \*North Carolina Annual Testing Program A study examined the correlations and predictive relationships between reading and language achievement test scores and North Carolina Annual Writing Assessment scores. Subjects, over 1,000 sixth and ninth grade students, were administered both the North Carolina Annual Writing Assessment and the California Achievement Test (CAT) in 1984 and 1985. Results provided interesting information relative to patterns of performance and their relationship to both the prediction equation and the predictors of writing achievement. The results of the writing assessment in 1984 were more positive for sixth graders than for ninth grade students; the reverse took place in 1985. Findings supported the notion that the best predictors of soores on the North Carolina Annual Writing Assessment and the CAT evidenced the need for a separate measure of writing. The data also indicated that the predictors of writing performance using a standardized achievement measure varied depending on the difficulty of the composing domain assessed, student preparation, and the resulting distribution of scores. (Extensive tables of statistical data are included.) (ID)

ED 276 042 CS 210 150 Marsella, Joy Whitlock, Roger
An English Department Reexamines Itself: Becoming a Department of Literacy. Pub Date—14 Mar 86 Note—14n P

coming a Department of Literacy.

Pub Date—14 Mar 86

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF0L/PC01 Plus Postage.
Descriptors—Curriculum Development, "Curriculum Brealustion," Educational Development, Curriculum Evaluation, "Educational Development, Educational Improvement, "English Statuction, "Faculty Development, Faculty Evaluation, Higher Education, Program Descriptions, Self Evaluation (Groups), "Writing Instruction
Identifiers—University of Hawaii Manoa
In the past 5 years, the University of Hawaii (UH) Ragish Department has undergone significant changes in curriculum, staff, and students. Freshman English was formerly taught by lecturers, but is now the shared responsibility of all professors on the English faculty. The maximum class enrollment has been decreased from 25 students to 20. Previously, little emphasis was placed on writing across the curriculum; soon all students will be required to take five writing intensive courses before graduation, and the department now offers a master's program in composition studies. Finally, the English department has actively assumed responsibility for community literacy through its sponsorship of the Hawaii Writing Project. These departmental changes were effected by questioning customary teaching habits and reexamining educational goals, priorities, and procedures. The curriculum reflects the resulting paradigmatic shifts-several writing committee has been formed to examine university writing requirements. The remodeled program places equal emphasis on both quality teaching and research in literature and writing and can act as a model for English departments where writing and literature programs must co-exist and complement one another in their missions of teaching and research.

CS 210 151

rch. (JD)

Solomone, Ronald E., Ed. Cessorship's New Wave. Ohio Univ., Chillicothe. Div. of Humanities.; Southeastern Ohio Council of Teachers of Enghish. ub Date-

Note-95p.; Several pages may be marginally legi-ble.

ble.
Available from—FOCUS, Division of Humanities,
Ohio University, Chillicothe, OH 45601 (\$7.50
for one year subscription (3 issues); make check
payable to SOCTE).
Journal Cit—Focus; v11 n1 Fall 1984
Pub Type—Information Analyses (070) — Collected Works - Serials (022)

Journal Cit.—Focus, vil ni Pail 1984. Pub Type— Information Analyses (070) — Collected Works - Serials (022)
EDRS Price - MF01/POth Pins Pestage.
Descriptors—'Academic Freedom, 'Censorship, 'Freedom of Information, Instructional Materials, 'Intellectual Freedom, Legal Problems, Literature, 'Moral Issues, 'Persuasive Discourse, Public Opinion, School Community Relationship Focusing on the dramatic increase in the scope, intensity and frequency of censorship protests in the United States, and based on the premise that the censorship crusade is better organized, staffed, and financed than ever before, this journal issue addresses many facets of the censorship problem in addition to an introduction by Ronald Salomone, the following articles are included: (1) "Keep the Clocks from Striking Thirteen by Speaking Out Against Censorship in 1984 and Beyond' 'James E. Davis); (2) "Guidelines, Censorship, and the Basie Band-A Personal View" (Charles Suhor); (3) "The Cycle of Censorship" (Robert Small); (4) "Censorship and the Monster Within' (Leroy Perkins); (5) "A Few Books and Articles about Censorship' (Lee Burress); (8) "A Hot Potato: Information on Conscientious Objection to Military Service in Public Schools' (Helen Horn); (9) "Censorship' (Lee Burress); (8) "A Hot Potato: Information on Conscientious Objection to Military Service in Public Schools' (Helen Horn); (9) "Censorship'; A Delic Eschools' (Helen Horn); (9) "Censorship'; A Delic Eschools' (Helen Horn); (9) "Censorship'; (10) "Academic Freedom A Casualty of Extremism" (Scott Nusbaum); (11) "Censorship-Be Prepared' (Leni Cook); (12) "Writing ationales: Why and How?" (Los Spencer); (13) "A Format for Rationale Writing" (Judith Keck);

(14) "Rationale for 'Chernowitz!" (Judith Keck); (15) "Statement of Censorship and Professional Guidelines" (National Council of Teachers of En-glish); (16) "An Enemy of Censorship: People for the American Way" (Terry S. Haywood); (17) "The Silent Censor" (T. J. Ray); (18) "Reflections on Teaching English: An Interview with Martha Cot-trill" (Sharon Patrick); (19) "The Cumulative Sen-tence: A Better Way" (R. E. Stratton). (JD)

ED 276 044 CS 210 152
Flaia, Barbara
Spotlighting Classroom Drama, P.E.N. (Primary
English Notes) 15.
Primary English Teaching Association, Rozelle
(Australia).
Pub Date—79
Note—79.
Journal Cit—Primary English Notes (P.E.N.); n15

Note—7p.

Journal Cli—Primary English Notes (P.E.N.); n15

1979

Pub Type— Collected Works - Serials (022) —
Guides - Classroom: Teacher (052)

EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—"Class Activities, Cognitive Development, "Creative Dramatics, Creative Teaching,
"Dramatics, Elementary Education, Instructional Innovation, "Learning Activities, Self Expression, Student Motivation, 'Student Participation, Student Hotivation, 'Student Participation, Student Projects, "Teaching Methods
Based on the idea that drams infuses the classroom with activity, imagination, language, and powerful learning experiences, this journal offers commentary and suggestions on classroom drams practices at the elementary level. The first section argues that drams motivates self-active learning and promotes language development, learning across the curriculum, and overall cognitive development.

The second section discusses how oral activities include elements of drams, lists the five communication functions, presents optional preliminaries to drams activities, and suggests drams games. Activities that prepare children for improvisation, such as play with objects and purpets, moving to sound, mine, guessing games, and charactes are included in the third section. The fourth section presents the following improvising and role playing activities: play making, improvising from minimal directions, and improvising in the subject areas. The fifth section defines dance drams and answers some basic questions about how to introduce it to a class, what music to use, how to progress, and how to relate it to other school work. Focusing on scripts and performances, the final section discusses helping children with scripting, ways to use scripted plays, and the details of putting on a school drams festival and staging a play. (ID)

CS 210 153

Walshe, R. D.

"Survival English." P.E.N. (Primary English
Notes) 14.

Primary English Teaching Association, Rozelle
(Australia).

Pub Date—79
Note—79.

Journal Cit—Primary English Notes (P.E.N.); n14
1979.

Journal Ctt—Primary English Notes (P.E.N.); n14
1979
Pub Type— Collected Works - Serials (022) —
Guides - Clasaroom - Teacher (052)
EDRS Price - MP01/PO1 Plus Postage.
Descriptors—"Basic Skills, "Class Activities,
"Communication Skills, Daily Living Skills, Elementary Education, "Reading Skills, Teaching
Methods, "Verbal Ability, "Writing Skills, Ilementary Education, "Reading Skills, Teaching
Methods, "Verbal Ability, "Writing Skills, Ilementary Education, "Reading Skills, Teaching
Methods, "Verbal Ability, "Writing Skills, Ilementary Education, "Reading Skills, Teaching
Methods, "Verbal Ability, "Writing Skills, Ilementary Education, "Survival English
as "survival language situations," this journal (1)
evaluates what school critics mean by "survival English," (2) demonstrates that teachers can easily pay
attention to "survival"-oriented language, and (3)
argues that a comprehensive English course enables
students to meet all the language demands of society. Survival English is even more basic than "the
basics"; it is an irreducible minimum of language
needed for survival in the difficult, demanding modern world. The first section, focusing on survival
talking, defines "survival situations," offers strategies to help prepare childrem handle unpredictable
situations, and emphasizes the value of expressive
talk, suggesting a "playground to classroom" oral
language policy. The second section, designed to
improve children's survival spelling and reading,
presents ideas for teaching children to handle specific reading situations that are likely to arise in real
life conditions. The third section argues that survival writing is essential to educational survival and,

in some instances, cannot be avoided without some loss. The fourth section suggests classroom activi-ties for countering two tendencies that may inhibit a child's language development and survival capa-bilities-television-induced passiveness and the fear of math. The final section discusses the limitations of the direct teaching of "survival language," a les-son from Leo Tolstoy, and the creative thrust of English instruction in the United States. (JD)

ED 276 046

CS 210 154

ED 276 040 Edwards, Par Let's Make It Their Year! P.E.N. (Primary En-glish Notes) 13. Primary English Teaching Association, Rozelle (Australia). Pub Date—79 Note—79. Journal Cit—Primary English Notes (P.E.N.); n13

Note—7p.

Journal Cit—Primary English Notes (P.E.N.); n13
1979

Pub Type— Collected Works - Serials (022) —
Guides - Classroom - Teacher (052)

EDRS Price - MP01/PC01 Plys Postage.

Descriptors—"Childrens Rights, "Class Activities,
Elementary Education, Instructional Improvement, Parent Child Relatiouship, Parent Farticipation, Parent School Relatiouship, Parent Tracher Cooperation, Principals, Reading Instruction, "School Involvement, "Student Participation, Student Rights, Student School Relationship, Teacher Influence, Teaching Methods, Writing Instruction
Identifiers—"International Year of the Child Mr. Celebration of the International Year of the Child (Vf.), this journal (1) proposes two additions to the Declaration of the Rights of the Child: the clight to be well taught and the right to be usught a love of reading and writing; and (2) provides practical suggestions for teachers, parents, students, and principals to help them actively participate in the IYC through school projects, classroom and family activities, helping others, and positive attitudes. The first section emphasizes the tremendous influence that teachers have on their students and discusses how teachers can contribute to IYC in both the classroom and the school as a whole. The second section provides ideas to help school principals create an ideal educational environment and stimulate whole school projects. Intended for teachers, the third section contains ideas for classroom communication and children's confidence as learners. The fourth section speaks to parents, suggesting ways to reinforce children's confidence as learners. The fourth section speaks to parents, suggesting ways to reinforce children's school activities at home through talking, reading, and writing. Special gift ideas emphasizing such interaction are presented. The final section contains a message for children, encouraging them to actively participate in the IYC by helping other people and themselves. (JD)

ED 276 047

CS 210 155

ED 276 047
Edwards, Pat
Language Learning while Learning Maths. P.E.N.
(Primary English Notes). 17.
Primary English Tesching Association, Rozelle
(Australia).
Pub Date—79
Note—79.
Journal Ct.—Primary English Notes (P.E.N.); n17
1070

1979
Pub Type— Collected Works - Serials (022) —
Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, Cognitive Processes,
Elementary Education, Elementary School Mathematics, Instructional Innovation, Integrated Activities, 'Interdisciplinary Approach, "Language Acquisition, Learning Activities, "Mathematical Enrichment, "Mathematics Instruction, Mathematics Skills, "Reading Instruction, Reading Processes, Teaching Methods, "Vocabulary Development

matics Skills, "Resume Methods, Development Identifiers—"Reading Mathematics Relationship Based on the idea that children learn language and mathematics in much the same way, and that they can learn both simultaneously, the five sections of this journal present teaching ideas addressing various aspects of this process. The first section discusses the "language of math" with reference to both the child and the teacher. The integration of math and the language program is treated in the second section, emphasizing ways in which teachers can create and exploit experiences to add to children's mathematical vocabulary. The third section as everal classroom projects designed to

ment, vital statistics, and time. Purther classroom ideas are included in the fourth section, which focuses on math and writing. The final section adversees math and reading, claiming that the former begins with the latter. Books useful for introducing the concerns of size, when constitutions the concepts of size, shape, counting, time, and mul-tiplication and cooking are recommended. (JD)

ED 276 048 CS 210 156

Usage Update, P.E.N. (Primary English Notes) 16.

16.
Primary English Teaching Association, Rozelle (Australia).
Pub Date—79
Note—8p.
Journal Cit—Primary English Notes (P.E.N.); n16

Journal Cit.—Primary English Notes (P.E.N.); n16
1979
Pub Type.—Guides - Classroom - Teacher (052) —
Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, "Grammatical Acceptability, "Guidelines, "Language Usage
To help teachers stay abreast of changes in language usage, this update presents 100 alphabetically
arranged short answers to questions often asked by
arranged short answers to questions often asked by
arranged short answers to questions often asked the
activation of the language choices and flexibilities available in particular situations. For example,
when asked about the difference between the terms
among" or "between," the traditional rule is cited
(use "between" when referring to three or more items),
followed by a comment noting that the rule is not
always helpful, since both words are used without
confusion by speakers and writers, often in contradiction to this rule. (JD)

ED 276 049 CS 210 157

Hall, Susan E. M.
Cluderells, the Army, and an Element of Time.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
Pub Date—Nov 86

Note—9p.

Journal Cit—Insights into Open Education; v19 n3

Journal Cit—Insights into Open Education; v19 n3
Nov 1986
Pub Type— Collected Works - Serials (022) —
Guides - Classroom - Teacher (052)
EDRS Price - MF91/PO19 Plus Postage.
Descriptors—Classroom Environment, Family Environment, Kindergarten, Primary Education,
Teaching Methods, "Time on Task, Writing for Publication, "Writing Instruction
Identifiers—"Invented Spelling, "Writing Attitudes
Two six-year old kindergartners from different
classrooms were able to write books because their
instructors recognized their enthusiasm and provided extra time. The first student, frustrated at not
being able to finish rewriting "Cinderella" during
the limited writing periods of the classroom, was
allowed to finish rewriting "Cinderella" during
the limited writing periods of the classroom, was
given the correct spelling of words when she saked
for them, but was also permitted to use invented
spellings. The second student wrote both at home
and during lunch and recess at school to create a
collection of 10 one-page stories in two weeks. The
stories used fewer invented spellings and were illustrated. Both children became more involved in their
writing because time was set aside for them to work
tool longer projects, and they received encouragement from family members. That their books were
preserved also served as a reward. Their enthusiasm
was beneficial to the other students in the class.
(HTH)

ED 276 050 CS 210 15
Developing Keyboarding Skills to Support the
Elementary Language Arts Program. For Review
and Comment. CS 210 159

Elementary Language Arts Program. For Review and Comment.

New York State Education Dept., Albany. Bureau of Curriculum Development.

Pub Date—Jun 86

Note—43p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MP01/PC02 Plus Pestage.

Descriptora—Computer Literacy, "Computer Oriented Programs, "Computer Uses in Education, "Educational Improvement, Educational Legislation, Elementary Education, Education Legislation, Skeyboarding (Data Entry), "Language Arts, "Teaching Methods

In response to the New York State Board of Re-

gents Action Plan relating to computer keyboarding skills, this guide is designed to help elementary school staff understand aspects of keyboarding and develop this important basic skill in their students. The three-part presentation begins with a discussion of the benefits of using computers in English language arts, differences between keyboarding and typewriting, outcomes of keyboard instruction, and general guidelines for achieving those outcomes. The second section addresses issues pertinent to planning for keyboarding instruction, including planning for keyboarding instruction, including planning for teacher awareness and keyboarding, planning for teacher awareness and ravining, instruction, reviewing instructional equipment and materials, and evaluation. The final section, focusing on implementing keyboarding instruction, discusses (1) choosing an approach, (2) suggested instructional sequence for one lesson, (3) ideas for preparing lessons, (4) suggestions for enhancing instruction, (5) initial keyboarding, (6) procedures for initial introduction to keyboarding, (7) presenting the numeric keyboard, (8) suggested skill development activities, (9) some language arts development strategies, and (10) activities for releasing tension. Five appendites provide a glossary, suggested readings, a conventional keyboard chart, a discussion of issues regarding handicapped students, and a sampling of software. (ID)

CS 210 160

dents, and a sampling of software. (JD)

ED 276 051

Turcixly, Lots E.

The Implementation of a Formal Writing Program in a Fifth Grade Class in Order to Improve the Writing Scores on the New York State Fifth Grade Writing Test.

Pub Date—14 Aug 86

Note—88p; Ed.D. Practicum, Nova University.

Pub Type—Reports - Research (143) — Dissertations/Theses - Practicum Papers (043)

EDRS Price - MP01/PC04 Plus Postage.

Descriptors—Elementary Education, Grade 5, \*Instructional Improvement, Program Development, \*State Standards, \*Writing Evaluation, Writing Exercises, Writing Instruction, \*Writing Chercises, Writing Instruction, \*Writing Test In response to the New York State Fifth Grade Writing Test

In response to the New York State Fifth Grade Writing Test indicating inadequacies in students' writing abilities in a Southwest Bronx elementary school, a study employed Evelyn Rothstein's developmental, systematic instructional approach to improve study employed Evelyn Rothstein's developmental, systematic instructional approach to improve students' writing competencies. It was hypothesized that, as a result of the instructional program implemented between January and June of 1986, students would demonstrate an improvement in writing skills by (1) reducing the number of students who scored shove the state reference point. These two objectives were schieved. The third objective postulated that, as a result of regularly monitoring specific writing strategies during the prescribed time period, 60% of the students would demonstrate sequential development of writing skills in three of five skill areas measured. Results indicated that only 29,6% of the students schieved this. However, this finding was interpreted as an encouraging statistic, (Statistical tables provide extensive comparison data, particularly on the state reference point/frequency distribution by both the class and school. Extensive sample tests and instructional materials are appended.) (JD)

CS 210 162 A Guide to Curriculum Development in Lang Arts.

Arts.

lowa State Dept. of Public Instruction, Des Moines.
Pub Date—Sep 86

Note—103p.; Developed with the aid of a statewide
Language Arts Curriculum Coordinating Com-

mittee.

Pub Type— Guides - Classroom - Teacher (052) —
Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors—\*Classroom Environment, Communication (Thought Transfer), \*Communication Skills, \*Curriculum Development, Curriculum Guides, Elementary Education, \*English Curriculum, \*Language Arts, Learning Activities, Program Evaluation, Teaching Guides, Teaching Methods

Focusing on integrating the teaching of language arts through varying functions of language, communication modes and audiences, this curriculum guide emphasizes the importance of a language rich

environment which will enable students to understand the purposes and power of language and to use it confidently and creatively. The guide provides structure and direction for building on existing curricula at the district level. Emphasis is placed on empowering classroom teachers to make decisions that meet the individual needs of their students. The presentation on curricular organization and integration in the language arts argues that simply listing subskills to be introduced and mastered at specified levels is inappropriate. Examples of oral, written and visual communication used in and out of school are outlined, as are communication acts used by composer and comprehender in five functions of language. Teacher strategies for designing integrated language arts learning experiences are presented, including numerous examples of possible student activities. Guidelines for evaluating language arts programs are provided. Appendices include (1) an outline of ways to both implement and evaluate the curriculum model at the local level, (2) a form for mapping present curricula, and (3) a list of professional organizations. A 46-page annotated bibliography of materials cited in the ERIC data base, together with a form for obtaining followup materials concludes the document. (JD)

ED 276 053 CS 210 169 Robinson, Ann The Effects of Teacher Probes on Children's Writ-ten Revisions. Pub Date—[85]

ren Revisions.

Pub Date—[85]

Note—149.

Pub Type—Reports—Research (143)

EDRS Price —MF0I/PcDI Plus Postage.

Descriptors—Comparative Analysis, Elementary

Education, Evaluation Methods, Hoistic Evaluation, "Questioning Techniques, "Revision (Written Composition), Teacher Student Relationship,

"Writing Evaluation, Writing Improvement,

"Writing Research

A study investigated the effects of teacher probes,

a type of questioning, on children's written revisions. Subjects, 260 children from grades two

through six in a midwestern school district of mod
erate size, were randomly assigned to one of two

conditions (probe or comment). Subjects in both

conditions (probe or comment). Subjects in both

conditions (probe or comment). Subjects in both

conditions were presented with a story starter that

they completed after group discussion. When the

stories were returned, subjects reread and revised

their stories to answer the questions written on

them. Children in the probe condition received

questions directed at specific content in their stor
ies, while subjects in the comment condition re
ceived generalized remarks such as "nice job" or

"tell me more." The revised stories were ten
trell me more." The revised stories were ten
trell me more." The revised stories were ten
trell me more. "The revised stories were ten
trell me more." The revised stories were ten
trell me more. "The revised stories were ten
trell me more." The tenested by holistic rat
ings. The main effect of grade level was not signifi
cant, indicating that probing does not appear to be

more effective at one grade level than at another.

(HTH)

ED 276 054

CS 210 170

Thompson, Mertel E.

Literacy in a Creole Context: Teaching Freshman

English in Jamaica.

Pub Date—Mar 86

Note—19p.; Paper presented at the Annual Meeting of the Conference on College Composition
and Communication (37th, New Orleans, LA,
March 13-15, 1986).

Pub Type— Opinion Papers (120) — Guides—
Classroom—Teacher (052) — Speeches/Meeting
Papers (150)

Pub Type— Opinion Papers (120) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150) EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—Classroom Environment, "Code Switching (Language), Evironment, "Creoles, Cultural Influences, "Freshman Composition, Higher Education, Interference (Language), Language (Usage, "Teaching Methods, "Writing Instruction Identifiers—"Jamaica, Jamaican Creole Jamaican Creole-speaking college students find it difficult to switch to standard English for school-related tasks. At the composition level, many Jamaican students still experience problems with higher order concerns such as a organization, unity, and coherence. With regard to lower order concerns, three types of writing miscues are prevalent: (1) those linked to the influence of the oral Creole language, (2) those reflecting incomplete mastery of the language of education, and (3) those revealing unfamiliarity with the print code. Even

after Jamaican students have mastered the linguistic, alphabetic, and spelling systems of the educational code, cultural patterns are still in constant conflict with those required in academic situations. Creole-speaking students should be taught to code-switch rather than to try to eliminate their native Creole, to conceptualize in their own language before doing so in English. Teachers should provide practical contexts for students to develop proper organizational skills, and extensive exposure to various types of reading materials. Finally, more classroom time should be allotted for writing practice in a workshop atmosphere-writing, revision, editing, and teacher/student conferences should be regular features of the program. (HTH)

CS 210 184

ED 276 055

ED 276 055

Herrmann, Andrea W. Herrmann, John
Networking Microcomputers in the Writing Center Alternative Pedagogical Applications to Using Stand Alones.

Pub Date—Jan 86

Note—14p.; Paper presented at the Winter Workshop of the Conference on College Composition and Communication (Clearwater Beach, FL, January 5-7, 1986).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF9I/PC01 Plus Postage.

Descriptors—"Computer Networks, "Computer Software, Higher Education, Integrated Activities, "Microcomputers, "Word Processing, "Writing Instruction, Writing Laboratories, Writing Processes Identifiers—Apple (Computer)

To illustrate the capabilities of local area networking (LAN) and integrated software programs, this paper reviews current software programs relevant to writing instruction. It is argued that the technology exists for students sitting at one microcomputer to be able to effectively carry out all phases of the writing process from gathering online data to collaborating with teacher and peers through computer message systems. The paper explains the differences between LAN and multiuser systems, emphasizes that ordinary software stored on disks will not work in an LAN, and discusses the problem of incompatible computers (e.g., an Apple computer cannot talk to an IBM computer). Finally, the paper describes current LAN product choices and choices for Apple computer owners, and lists manufacturers of LANs. (SRT)

CS 210 185

ED 276 056 Simon, Kathlee Using Comput Classes. icen uters to Teach English Composition

Simon, Kathleen
Using Computers to Teach English Composition
Classes.
Pub Date—[86]
Note—279.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MP01/PC02 Plus Poetags.
Descriptors—\*Computer Software, Elementary
Secondary Education, Higher Education, \*Instructional Material Evaluation, \*Microcomputers, \*Writing (Composition), \*Writing Exercises,
\*Writing (Composition), \*Writing Exercises,
\*Writing Instruction
Drill and practice programs are convenient to use and inexpensive. However, they are usually geared to the low level schiever. Tutorial programs tailor their presentations to students' responses, anticipating incorrect responses and providing immediate help to those who need it. However, tutorials are mainly a tool for remediation. Dialoque programs and guides students through the prewriting process; however, they respond identically to anything a student answers, making their usefulness limited. Word processing constitutes the most important function of the microcomputer available today, allowing students to actively compose and manipulate text using a keyboard and a few simple commands. This freedom can relieve writing apprehension and develop fluency, though some feet that it seduces students into taking the task of writing too lightly. Finally, text analysis programs, such as spelling checks, allow students to concentrate on style rather than on mechanics and lighten the time-consuming task of rading for teachers. However, limited databases make many of these programs unreliable and some feel that its udents rely too heavily on these checks.
A 41-item reference list is included. (JD)

ED 276 057 CS 210 190

Product in Process: From Ambiguities of Standard English to Issues That Divide Us. Pub Dato-May 86 Note—May 86 Note—May 86 Note—23p.; Paper presented at the Annual Meeting of the International Conference on the Teaching of English (4th, Ottawa, Ontario, Canada, May 11-16, 1986). Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) EDBS Price - MPUL/PCB1 Plus Postage. Descriptors—Communication (Thought Transfer), Educational Policy, "English Instruction, "Languages, Sociolinguistics, "Standard Spoken Usage Identifiers—Jargon, Modern Language Association Medical Conference of the Papers of Standard Spoken Usage

Languages, Sociolinguistics, "Standard Spoken Usage Identifiers—Jargon, Modern Language Association, National Council of Teachers of English Standard written English is defined by those in power as a classless and unchanging grapholect, a public idiom in worldwide use that is presently the unofficial official language. However, true standard English is not changeless, but represents a product and variation within both the norm and the practice. Standard English, as defined by the powerful, is an instrument created by the dominant for purposes of domination. Even achools, colleges, and universities in the United States serve the dominant-the executives of the transactional corporations and their shareholders. When the powerful control the educational system at all levels, teachers of English canot escape the conflict over standard English. At conferences, teachers talk only to each other and put their trust in organizations like the National Council of Teachers of English and the Modern Language Association, which support established power. Teachers should not look for allies in the resistance of standardization within the established power structure. (SRT)

ED 276 058 CS 210 19 Reilly, Jill M. And Others The Effects of Prewriting on Literary Interpreta-CS 210 192

Note—19 Apr 86 Note—26p.; Paper presented at the Annual Meet-ing of the American Educational Research Asso-ciation (67th, San Francisco, CA, April 16-20, 1986). Pub Date-19 Apr 86 Note-26p.: Paper pres

ing of the American Educational Research Association (67th, San Francisco, CA, April 16-20,
1986).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Prices - MP01/PCU2 Plas Postage.
Descriptors—"Content Analysis, "Critical Reading, Higher Education, "Literary Criticism," Literature Appreciation, "Prewriting, Secondary
Education, Writing Instruction, Writing Proceases, Writing Research, "Writing Skills
A study examined the effects of treatment (guided
va. nonguided prewriting assignments) on the quality of college freshmen's interpretation of the character/setting relationships in two short stories.
Subjects, 32 students in two college freshmen composition classes, were randomly assigned to an experimental group (required to make inferences
about characters and settings) and a control group
(saked to complete factual information questions).
Findings indicated that the experimental group produced final essays superior to those produced by the
control group. Results also showed that guided prewriting activities may be more beneficial in preparing students to write interpretative essays, which
involve more initial analysis and organization of
ideas, rather than expository essays. In a second
study, students in eighth and eleventh grade English
classes, as well as freshman and junior college students, read the stories and completed a guided prewriting assignment (experimental group) or
answered questions about the story's characters
(control group). Like the first study, findings indicated that the experimental group stall grade levels
produced by the control groups. Findings further
indicated that the effects of prewriting did not vary
significantly with grade level: both secondary and
college experimental groups benefited more than
their respective control groups. (Statistical tables
are appended.) (JD)

CS 210 193

ED 276 US9 CS 210 193
Johnson, Deborah Meem
Revision and Satisfaction Using the Bank Street
Writer.
Pub Date—4 Apr 86
Note—25p.; Paper presented at the Annual Meeting of the Developmental Writing Conference
(6th, Norfolk, VA, April 4, 1986).

Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Prics - MF01/FC01 Plus Postage.
Descriptors—"Computer Assisted Instruction, Developmental Studies Programs, Higher Education, "Remedial Instruction, "Remedial Programs, Remedial Instruction, "Remedial Exercises, Writing Instruction identifiers—Apple IIc, "Bank Street Writer
The English department at the Univernity of Cincinnati recently initiated an experimental writing course for developmental students who used Apple IIc computers and the Bank Street Writer (BSW) word processing program. BSW was chosen because of its overall simplicity, efficiency, and accessibility. The first two weeks of the course consisted of "play" at the keyboard, followed by two weeks of increasingly structured freewriting activities. In the fifth week, students began a series of assignments designed to help them write a one paragraph essay. In separate class sessions, students (1) retrieved a "topic sentence" file and experimented with supplying supporting details to various sentences, (2) retrieved a "topic sentence into paragraph" file and composed the first draft of a one paragraph essay, (3) revised their first drafts for grammar, (4) broke into groups of three or four to review tescher's comments on style and content and saw the tescher individually, (5) revised their essays to incorporate stylistic revisions, and (6) made final adjustments and printed the final copy. Teachers responded enthusiastically to the program's results, claiming that the computer allowed more efficient use of class time and resulted in excellent student writing samples. (One student's completed set of assignments is included.) (ID)

ED 276 060 CS 210 194

Courage, Richard

Teaching Writing to Academically Underprepared
Adult Students: The School of New Resources

Experience.

Pub Date—14 Mar 86

Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition
and Communication (37th, New Orleans, LA,
March 13, 15, 1802).

Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Pestage.
Descriptors—"Adult Education, Adult Education, "Classroom Environment, Higher Education, "Classroom Environment, Higher Education, "Student Centered Curriculum, "Student Characteristics, Teaching Methods, "Writing Instruction Identifiers—"School of New Resources Writing instructions at the School of New Resources (SNR), a Bachelor of Arts degree program designed specifically for adults over 21, follow a student-centered philosophy marked by students' responsibility for and participation in their own learning through small, interactive seminars. English courses are infused with a sensitivity to the special needs of the adult student population. First, small classes of 15 to 20 students and a seminar format provide a supportive classroom atmosphere that invites student participation and resembles a writing workshop. Second, the writing instructors at SNR respect their students' life experience, escouraging them to write from the authority of these events and to apply their observations to the concepts found in academic texts. Third, educators take into account adult students' pragmastic orientation, and strive to establish a learning pattern that interpates long range goals with solutions to real life problems. In the writing classroom, students learn to employ the rhetorical stance of the authoritative speaker/writer and to speak in a public voice. Finally, SNR writing instructors employ positive feed-ack in the classroom to help students' learn and practice the conventions of standard written English within the context of their own writing and in an environment of peer cooperation. (JD)

ED 276 061

ED 276 061

Pubsiler, Toby
The Politics of Writing across the Curriculum.
Pub Date—22 Nov 86
Noto—10p; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, Tx, November 21-26, 1986).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MP6I/PC01 Plus Pestage.
Descriptors—\*Content Area Writing, Educational Environment, Faculty College Relationship,

Higher Education, Inservice Teacher Education, Peer Relationship, Program Content, School Community Relationship, Teacher Student Relationship, Teacher Workshops, Teaching Methods, "Writing Instruction demiliers—"Writing across the Curriculum, Writeming Content of the C

tionship, Teacher Workshops, Teaching Methods, 
"Writing Instruction
Identifiers—"Writing across the Curriculum, Writing Workshops
Writing across the curriculum has become an educational reform movement that now questions the anture, purpose, and goals of educational institutions. Writing across the curriculum is based on premises such as the following: reading, writing, talking, and listening are the modes through which people think and learn; the more people write the better they learn; and teachers are the primary agents of educational change. These premises are often introduced to interdisciplinary groups of teachers attending writing seminars and workshops. At such workshops, teachers explore the role of writing in inthe curriculum and in their subject area by reading works of composition researchers, by writing in journals or logs, by fulfilling multiple draft assignments, and by collaborating in peer writing groups. Programs developed along these lines have caused notionable changes in the relationships between (1) teachers and students, by changing the classroom into a place in which both participate as partners in a learning dialogue; (2) teachers and colleagues, by bridging the chasm between composition and literature instruction; (3) teachers and institutions, by challenging the emphasis on research and compartmentalization within institutions; and (4) institutions and society, by empowering students with language awarenes, critical thinking, and enlightenment. (HTH)

CS 210 196

ED 276 062

Teichman, Milton Poris, Marilyn
Wordprocessing in the Classroom: Its Effects on
Freshman Writers.
Pub Date—[85]
Note—59p.; Funding provided by Marist College
and a study contract from the IBM Corporation.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Computer Assisted Instruction,
"Freshman Composition, Higher Education,
Learning Strategies, "Word Processing, Writing Apprehension, Writing Evaluation, "Writing Improvement, "Writing Instruction, Writing Research

Apprehension, writing Instruction, Writing Research
To learn more about the impact of word processing on the writing of college freahmen, a 2-year study involving 320 students of average writing ability investigated whether (1) students using word processors write significantly better than those who do not; (2) manipulating and improving sentences on a screen affects students' awareness of grammar, sentence structure, and idiom of standard written English; (3) students using word processors demonstrate a distinctive pattern of writing improvement; (4) word processing affects writing anxiety; and (5) a particular subgroup (men/women, resident students/commuters, or students with computer experience/without experience) is more likely to benefit from the use of word processing. Results indicated that the use of word processing significantly enhanced students' essays. Statistics revealed a pattern of spurts in the progress of these students. Findings showed that using computers significantly reduced writing apprehension while significantly increasing a student's ability to recognize standard written English. Scores indicated that commuters performed best using word processors. Finally, results indicated that computer intervention in the form of a spelling check inhibited spelling performance, though it did not affect writing apprehension. (Appendixes include syllabi for the courses "College Writing 107" and "Rhetoric 108," a two-part writing placement/proficiency examination, grading material, and a student questionnaire.)

ED 276 063

CS 210 205

Broadhead, Glenn J. Freed, Richard C.

The Variables of Composition: Process and Product in a Business Setting, Studies in Writing & Rheturic Series.

Conference on Coll. Composition and Communication, Urbana. III.

tion, Urbana, III.
Report No.—ISBN-0-8093-1262-X
Pub Date—86

Note—181p.; Foreword by Richard C. Gebhardt. Available from—Southern Illinois University Press P. O. Box 3697, Carbondale, IL 62901 (\$8.50).

Pub Type— Books (010) — Reports - Research (143)

Pub Type— Books (010) — Reports - Research (143)

EDRS Price - MF0I/PC08 Plus Postage.

Descriptors—Behavior Patterns, "Business Correspondence, Business English," Research Methodology, "Teaching Methods, "Writing (Composition), "Writing Instruction, "Writing Frocessees, Writing Research

Describing the variables of composition, offering researchers a methodology with which to investigate how the variables interact in specific writing strategies, and suggesting how teachers might make use of the variables of revision to help students learn successful writing strategies appropriate to a business setting, this book reports a research study designed to (1) extend the analysis of revision into a "real world" context by examining the revising practices of proposal writers in a management consulting firm; (2) describe writers motives and intentions in generating and revising a text; and (3) achieve a balanced perspective by examining both the processes and products of composition. Chapters 1 and 2 describe the research methodology, including the seven-variable taxonomy for analyzing the composing and revising process. Chapter 3 applies this taxonomy by describing the institutional procedures, values, and constraints characteristic of the "real world" environment selected for the study: a large management-consulting firm. Chapter 4 analyzes and compares in detail the rhetorical choices made in proposals written by two management consultants, providing further insight into the methodological and theoretical bases of the study. The final chapter summarizes the findings and presents implications for research and teaching. Material regarding the variables of revision, sentence structures, and statistical analyses of composing/revising processes are appended. (JD)

ED 276 064

Horning, Alice S.

Teaching Writing as a Second Language. Studies in Writing & Rhetoric Series.

Conference on Coll. Composition and Communication, Urbana, Ill.

Report No.—ISBN-0-8093-1327-8

Pub Date—87

Note—100p.; Foreword by W. Ross Winterowd.

Available from—Southern Illinois University Press, P. O. Box 3697, Carbondale, IL 62901 (88.50).

Pub Type— Books (010) — Information Analyses (070)

(070)

Pub Type—Books (010) — Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Second Language Instruction, "Second Language Learning, Theories, "Writing (Composition), "Writing Instruction, "Writing Research, "Writing Skills Identifiers—"Writing as a Second Language Addressing basic writing not only as a practical problem and humane responsibility, but also as a challenging area for research and theorizing, this book reviews, interprets, and applies the growing body of work in second language acquisition. Chapter I presents 6 hypotheses constituting an attempt to develop a cohesive theory of writing acquisition that incorporates the redundancy of language and facilitates the process of language acquisition. The following chapters explore this theory in detail to serve as a basis for experimental confirmation. Chapters 2 and 3, on spoken and written language and redundancy, provide the theoretical basis for the argument that academic discourse is a separate linguistic system characterized by particular psycholinguistic features. Chapters 4 and 5 present a detailed analysis of the behavior of basic writers with respect to written form, reviewing both pertinent second language theory shoul learners\* errors detailed analysis of the behavior of basic writers with respect to written form, reviewing both pertinent second language theory about learners' errors and a case study of one writer. Chapters 6 and 7 discuss the relevant affective factors analyzed in second language acquisition theory and detail Stephen Krashen's recent proposals for a comprehensive theory of second language acquisition. The final chapter reviews the entire theory, summarizes the evidence, and outlines the agenda for further research. (ID)

ED 276 065 CS 210 210 Nightingale, Peggy Universities and Student Writing: Selected, Amnutated Bibliography. Occasional Publication No 27.

27.

New South Wales Univ., Kensington (Australia).
Tertiary Education Research Centre.
Report No.—ISBN-909528-41-1
Pub Date—Nov 86

Pub Type— Reference Materials - Bibliographi (131)

EDRS Price - MP01/PC03 Plus Pos

(131)

EDRS Price - MP01/PC03 Plus Postage.
Descriptors—Annotated Bibliographies, "College
Haglish, "Computer Assisted Instruction, Higher
Education, Writing Improvement, "Writing Instruction, "Writing Improvement, "Writing Instruction, "Writing Processes, Writing Skills
Identifiers—Tertiary Colleges
Containing information relevant to higher education instructors interested in better understanding
the nature of the writing process and the development of students' writing abilities, this selected, annotated bibliograph is comprised of two sections.
The first section contains references of general interest, including research reports, theoretical discussions, practical applications, opinion papers,
bibliographies, discussions of students writing assessment, and guides for students. The second section is
comprised solely of references relating to the effects
of computers on student writing and the use of computers in writing instruction. Material dealing with
writing instruction in particular subject areas is appended, as is information on both technical writing
and freshman composition programs. (JD)

ED 276 066 CS 210 211 Inman, Kathy Huse Kreitzer, Jack "The Return of the Unicorn": Creative Writing

"The Return of the Unicorn": Creative Writing Activities.
South Dakota State Div. of Elementary and Sec-ondary Education, Pierre.
Pub Date—82
Note—45p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MP01/PCB 2 Plus Postage.
Descriptors—"Class Activities, "Creative Activities, "Creative Development, "Creative Writing,
Elementary Education, Instructional Innovation,
"Poetry, Secondary Education, "Teaching Methods

"Poetry, Secondary Education, "Teaching Methods
The classroom scrivities suggested in this resource
booklet, proven successful by South Dakots poet
Jack Kreitzer, are designed to spark or increase students' creativity by bringing the exciting language of
poetry alive in the elementary and secondary classroom. Introductory comments present thoughts on
what poetry is and how it should be taught, followed
by a list of 122 class activities, most of which include
examples. (JD)

ED 276 067 CS 505 378 Arnett, Robert
The Enthymeme and Contemporary Film Criti-

cism.

Pub Date—May 86

Note—18p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).

Pub Type— Information Analyses (070) — Speeches' (Meeting Papers (150)

EDRS Price - MPDL/PCOI Plus Postage.
Descriptors—"Audience Participation, Communication (Thought Transfer), "Film Criticism, Films, Literary Criticism, "Persuasive Discourse, "Rhetorical Criticism
Identifiers—Aristotle, "Audience Response, "Enthymeme

"Rhetorical Criticism Identifiers—Aristotle, "Audience Response, "Enthymeme Aristotle" "Rhetoric" offers a model for applying the concept of the enthymeme to the work of film scholars to understand the role of the sudience. Used from an analytic perspective, enthymemes emphasize audience reaction to a film, with the focus on how the film is seen, not on how it was made. Applying viewing skills to a sample of narrative films can demonstrate how the speaker and the audience jointly produce enthymemes. Films, then, make use of appeals to the sudience (whether to ethos, pathos, or logod), arranged in deductive and inductive orders according to the enthymematic process. When a film is considered as an argumentative process, therefore, two important aspects of rhetoric stand out first, the filmic argument is audience dependent in that enthymemes are completed through participation; and, second, a rhetorical theory of communication, such as Aristotle's, provides a valuable heuristic device for the critic to account for the filmic argument. By considering films as argumentative, the body of critical work on a film appears as perceptions of the argument; the critic must move to a meta-criticism by taking into account these arguments as consequences of the filmic argument. (JK)

ED 276 068 CS 505 390 Giddings, Louise R. The History of a Communications Skills Labora-

tory in the Middle School of New York State School District.
Pub Date—[36]
Note—[98]
Pub Type— Reports - Descriptive (141)
EDRS Price - MPDI/PCDI Plus Postage.
Descriptors—Communication Skills, English Curriculum, "English Instruction, Grade 7, "Heterogeneous Grouping, Junior High Schools, Middle Schools, Multimedia Instruction, Nonverbal Communication, Program Development, "Reading Instruction, "Reading Programs, Remedial Reading, Secondary Education, Teaching Methods, Writing Instruction
An innovative communication skills laboratory, created in 1971 at the middle school of the Greenburgh School District of New York State, focused on non-verbal communication, as well as the language arts and literature. The laboratory was designed to replace an English program that stigmatized low schievers and separated them from their peers. A workshop involving the laboratory teachers and participants from Teachers College, Columbia, was held during the summer of 1971 to design more specific plans for the laboratory. Participants in the workshop outlined the overall goal of the program: to facilitate students' shilly to acquire, interpret, evaluate, and communicate knowledge so that they can use that knowledge to deal sensitively and creatively with their environment. When the program began, all 270 seventh grade students in the school were assigned a class period in the laboratory. Although it has been used in a variety of ways since its inception, the basic concept of the laboratory as a mechanism for flexible and heterogeneous groups of students to develop skill in language and communication remains. (SRT)

CS 505 404

ED 276 069

CS 505 404

Coper, Anne Duvenport, Lucindas

Media Coverage of International Women's Decade: Feminism and Conflict.

Pub Date—May 86

Note—34p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Conflict, Content Analysis, "Pemales, "Feminism, "Language Usage, "Media Research, 'Newspapers, 'News Reporting Identifiers—Media Biss, United Nations, "United Nations Decade for Women A study examined changes in the treatment of women's issues and feminism from 1975 to 1985—the United Nations (UN) designated "Women's Decade"—by two nationally circulated mewspapers. The purpose was to find out how much and what kind of news was reported during the three UN World conferences for women held in 1975, 1980, and 1985; specifically, the study looked at the amount of coverage, placement of stories, tone of stories (degree of conflict emphasized), and use of the terms "feminist" and "feminism." In all, 80 stories from "The Washington Post" and "The New York Times" were content analyzed. Results indicated moderate coverage in 1975, soant coverage in 1980, and large coverage in 1985 of the respective conferences. Story placement shifted dramatically over time, from news pages in 1975 to lifestyle pages in 1980, and to an even division between the two sections in 1985. The use of the terms "feminist" and "feminism" reversed completely in decade covered, with two-thirds of the stories in 1985 not using the words and two-thirds of the stories in 1975 using the words and two-thirds of the stories in 1985 not using them. The one constant in the study was the consistently higher than average number of conflict stories reported (never below 40%), lending support to charges that conflict is over-selected in coverage of the Women's Decade. (FL)

ED 276 070 CS 505 405

Bach Betsy Wackernagel
An Over Time Analysis of Relationship Multiplexity and Innovation.
Pub Date—May 86

Pub Date—May 86

Note—35p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Communication Research, Communication Skills \*Innovation, \*Interpersonal Communication, Medical Services, \*Organizational

Communication, Speech Communication
Identifiers—"Communication Links
A study investigated the relationship between
shared communication links and the process of organizational innovation in a privately owned medical clinic providing comprehensive medical care to
children and adults. Participants were the physicians and physician assistants employed at the
clinic. Data were collected through questionnaires
before and after the introduction of the innovation.
The study hypothesized that the type and strength
of communication links between individuals may
determine the likelihood with which an individual suy
determine the likelihood with which an individual suy
determine the likelihood with which an individual son
son supported; several reasons may account for the
lack of significant findings: (1) the innovation introduced was not salient for all members of the organization; (2) innovations are not championed in
health care settings; (3) the clinic, like many health
care settings, can be classified as a loosely coupled
system and characterized as decentralized with a
relative lack of coordination; and (4) participants in
the study were unable to identify the primary content of their conversation with others and therefore
could not identify multiplex links. (Tables of data
are appended.) (SRT)

could not identify multiplex links. (Tables of data are appended.) (SRT)

ED 276 O71

Lay, Linda DeWine, Sue
Maintenance Communication and the Organizational Commitment of Dual-Career Employees.
Pub Date—May 86

Note—23p; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
Appendices printed in small type.
Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postaga.
Descriptors—Communication Research, \*Dual Career Family, \*Employee Attitudes, Employer Employee Relationship, Job Satisaction, Organizational Climate, \*Organizational Communication, Organizational Theories, \*Personnel Needs, Personnel Policy, Work Attitudes
Focusing on the special needs of employees who are part of a two career couple, a study examined the (1) relationship between the employers and their perceptions of maintenance communication concerning dual career relationships. Subjects, 201 dual and 232 single career couple employees in a variety of organizational commitment between workers in dual and angle career relationships. Subjects, 201 dual and 232 single career couple employees in a variety of organizations, completed an organizational commitment questionnaire (OCQ) and a survey measuring maintenance communication about dual career issues not of the dual career issues included job sharing, parental leave, flexible work hours, relocation, child care services, counseling and support programs, and career bargaining procedures. Findings showed no difference between the commitment levels of employees in single and dual career ouples. However, data revealed a significant positive relationship between level of commitment and maintenance communication in the interests of their dual career employees generates increased organizational commitment and maintenance communication communication questionnaires are appended.) (ID)

CS 505 407

ED 276 072

Keough, Colleen M.

The Nature and Function of Argument in Organizational Bargaining Research.

Pub Date—May 86

Note—29p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MP91/PC02 Plus Postage.
Descriptors—Behavior Patterns, Cognitive Processes, Communication Research, \*Conflict Resolution, \*Negotiation Impasses, \*Organizational Communication, \*Persuasive Discourse, Social Cognition, Social Psychology, Theories
Identifiers—"Organizational Bargaining Research Noting the call for research that links argument theory with negotiation, this paper examines the nature and function of argument negotiation in current organizational bargaining research theories.

Pive perspectives are extrapolated to define "argument" and demonstrate how different viewpoints can affect understanding of the negotiation process. The paper argues that although it tends to be a generic term in negotiation studies, how "argument" is defined in organizational bargaining has a great impact on the (1) selection of discourse for analysis, (2) identification of rationality standards for evaluation, and (3) generalizability of results. The sature of human rationality and the established shorthand notation system of argumentation are these examined. The paper investigates the contrast between the focus of most traditional negotiation studies—determinant solution and mixed motive bargaining—and that of much current research—the motivational and cognitive processes embodied by social psychology. Methodological differences in how both conversational argument and argument fields theories characterize argumentation in the negotiation process are discussed. Finally, the paper critiques the applicability of both theories as frameworks for organizational bargaining and emphasizes that negotiation researchers should be able to articulate their concept of argumentation and to acknowledge its influence on their research. (ID)

ED 276 073

Weigold, Michael Ferguson, Mary Ann
Motivation and Cognition: Media Source Diversity
and Issue Domain Salience, Differentiation and
Integration. CS 505 408

and Issue Domain Salience, Differentiation and Integration.
Pub Date—May 86
Note—38p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Adults, "Cognitive Processes, "Information Sources, "Mass Media Effects, "Media Research, Models, Public Opinion, "Social Cognition, Social Problems
Identifiers—"Issue Differentiation, "Issue Salience, Media Use

Identifiers—"Issue Differentiation, "Issue Salience, Media Use

A study examined how the diversity of media sources affected the structure of social issue cognitions. Interviews with 239 adults produced data concerning (1) the need for cognition, (2) issue domain salience, (3) source reliance, (4) source diversity, (5) source exposure, (6) issue domain officerentiation, and (7) domain integration. Support was found for a model in which issue integration is a function of need for cognition and issue salience. Issue differentiation was positively associated with need for cognition and with media source diversity. However, a powerful negative relationship was observed between issue salience and issue differentiation. The findings suggest that source diversity is good predictor of issue-related cognitive effects. By contrast, source exposure and source reliance appeared to be unrelated to cognitive processes of differentiation and integration. A seven-page bibliography concludes the document. (FL)

ED 276 074 CS 505 41 Milosky, Linda M. And Others School-Age Children's Understanding of Explana-tion Adequacy, Final Report. Pub Date—1 Nov 85 Note... 289. CS 505 411

tion Asequacy, Final Report.

Pub Date—1 Nov 85

Note—35p.
Pub Type—Reports - Research (143)
EDRS Price - MF91/PC02 Plus Pestage.
Descriptors—\*Classroom Communication, \*Communication Research, Comprehension, Developmental Stages, Elementary Education, Grade 3, Grade 5, \*Instructional Effectiveness, Learning Processes, Mathematics, Peer Relationship, \*Problem Solving. \*Student Needs

A study examined developmental differences in students' recognition of the types of explanations that help most in mathematics peer-group interactions. Scripted interactions of eight male and eight female dyads working on math problems were videotaped. In each interaction one actor in the dyad would request non-specific assistance and the other would provide one of four types of responses: (1) answer, (2) procedure, (3) procedure and justification, or (4) procedure, (3) procedure and justification, or (4) procedure, (3) procedure and of the dyad working on the same problem, then rated the dyad working on the same problem, then rated the dyad working on the same problem, then rated the dyad working on the same problem, then rated the dyad working on the same problem, then rated the dyad working on the same problem, then rated the dyad working on the same problem than the rated the other actor to understand the math work. Sixty solution was a supposed to the content of the content of the problem of the polyment of the dyad working on the same problem, then rated the other actor to understand the math work. Sixty solution the receptor of the threat content of the problem of the transmission and the problem of the problem of

differences in children's differentiation among dif-ferent types of replies to requests for information. Older subjects made greater distinctions between replies that only provided them with an answer and those that provided them with information about the process of problem solving. In addition, older subjects were better able to verbalize this distin-tion. They referred more often to the need for a response that contained information that would teach them the process and allow generalization to future math problems. Appendices provide girl and boy scripts for 3rd and 5th grade stimuli and a de-scription of the coding system for justification of subject's ratings. (HTH)

ED 276 075 CS 505 412

ED 276 075

CS 505 412

Bisland, James H.

How Public Relations Practitioners Measure Success: A Critical Analysis of Silver Awril Winners.

Pub Date—May 86

Note—19p; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—"Evaluation Criteris, "Evaluation Methods, Evaluation Utilization, Measurement Techniques, "Methods Research, "Organizational Effectiveness, "Public Relations

A study examined the evaluation methods used in 58 top public relations practitioners are measuring and reporting success. Results indicated that measures of communication output were next most likely to be employed by Silver Anvil winners, measures of communication output were next most likely, and measures of organizational goal achievement were least likely. However, the typical Silver Anvil winner machine defect are applied to the 40 cases in which inferred organizational goal achievement was cited, only 13 of the 58 Silver Anvil winners can claim that their public relations efforts may have had an effect on organizational goal achievement was cited, only 13 of the 58 Silver Anvil winners or evaluative research, they cannot yet convincingly demonstrate how much credit they deserve for their evaluative results.

(SRT)

CS 505 413

ED 276 076
Schwichtenberg, Cathy
Schwichtenberg, Cathy
Sensual Surfaces and Stylistic Excess: The Pleasure and Politics of "Miami Vice."
Pub Date—May 86
Note—45p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Capitalism, Characterization, "Communication (Thought Transfer), Cultural Influences, Literary Criticism, Marxism, Models, Political Attitudes, Social Theories, "Television Identifiers—"Miami Vice (Television Series), "Television Criticism

Political Attitudes, Social Theories, "Television Identifiers—"Miami Vice (Television Series), "Television Criticism
Using Jean Baudrillard's postmodernist theories, this paper analyzes how the television program, "Miami Vice," operationalizes his theory through its attention to surfaces and style. The paper notes that Baudrillard proposes life as a surface comprised of animated models indistinguishable from the reality these models represent and asserts that, in much the same way, south Florida and "Miami Vice" have become indistinguishable from one another. "The CBS Morning News" and features in "The Miami Herald" are used as examples of how culture and "Miami Vice" have intermingled and life has become a hyperreal script of the television show. Other examples of hyperreal syntheses of the model and reality are the EPCOT model, the disco model, the condominium model, and the shopping mail model. The paper critiques certain aspects of "Mi-ami Vice," such as its subordination of substance to style and actor Don Johnson's physique as a cipher of style. Finally, the postmodern induigence in pleasure is related to its emphasis on surface and style. A five-page bibliography concludes the document (SRT)

ED 276 077 CS 505 414 sting Satellite in the United States.

Pub Date—May 36

Note—34p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (130)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Communication Research, "Communications Satellites," Consumer Economics, Federal Legislation, Federal Regulation, "Industry, Models, Programing (Broadcast), "Social Attitudes, "Technological Advancement Identifiers—Communications Commission, Deregulation, "Direct Broadcasting Satellites
The introduction of Direct Broadcasting Satellites (DE3) in the United States sparked both government's regulatory development of domestic DBS services and the communication industry's efforts to implement a commercial DBS system. J. D. Slack's symptomatic causality and technological assessment models help to explain how these practices were encouraged. Both government and industry assumed that (1) implementing a DBS system would satisfy consumer demand for diversified video services, bring improved video service to rural areas, and promote competition in the video market; (2) the technological benefits were inherent in the technology itself, and (3) the technological development was irreversible. The Federal Communications Commission (FCC) used the new technology to justify deregulation. Also the American liberal-pluralistic view of society valued the multiplicity of communication channels, and communication and market research legitimized the purposes of the new technology. However, the notion that freedom in American society underlies the argument of DBS as a new source of channel diversity is a myth because the ultimate consumers of the new communication technology had little involvement in the decision-making process. The FCC has shown no capability of or interest in distinguishing channel diversity from content diversity is a myth because the ultimate consumers of the new communication and market research legitimized the purposes of the new technology had little i

ED 276 078 CS 505 416

CS 505 41 iocca, Frank ampling from the Museum of Forms: Photogra-phy and Visual Thinking in the Rise of Modern Statistics

Sampling from the Museum of Forms: Photography and Visual Thinking in the Rise of Modern Statistics.

Pub Date—May 86

Note—47p; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1936).

Photographs may not reproduce well.

Photographs may not reproduce well.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC02 Plus Pestage.

Descriptors—Epistemology, "Information Sources, "Information Technology, "Information Theory, Mathematical Logic, "Photography, "Pictorial Stimuli, "Statistica, Visual Literacy Identifiers—"Visual Thinking

Treating the camera as an information technology, this cessay shows how the camera is a powerful theoretical disquisition on the nature of form, realism, and scientific vision. The first section presents a history of form, separate from matter, as something collectible in a library or museum. The second section discusses the photograph as a rival to painting and as the culmination of the western theory of painting which was influenced by mimesis and the "camera obscura." The third section presents the influence of photographic form on the Platonic concept of the noumenal form. The final section argues that in the early days of the modern statistical mind, visual-photographic processes were essentially statistical and that the statistical process, as a mental process, was essentially visual and photographic (SRT)

ED 276 079 CS 505 420

ED 276 079

Larsen, Janet K. Luthant, Fred
The Managerial Communication: Relationships between Managerial Communication Characteristics and Content.
Pub Date—May 86
Note—36p; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Administrator Characteristics, \*Administrators, \*Communication Research, Employer Employee Relationship, Models,

Organizational Communication
Identifiers—Communicator Style, "Management
Styles, "Managerial Communication
A study combined direct observation with self-report measures in examining both communication
A study combined direct observation with self-report measures in examining both communication
characteristics and functional activities of managers
to identify how managers really communicate. Subjucts were 120 supervisors from a financial institution, a state agency, a medium-sized manufacturing
plant, a campus police department, and the Nayy
and Army ROTC units of a university. Observation
was conducted by participant observers and by
graduate students in management. The Leadership
Observation System (LOS) instrument was used for
observation, and subjects completed the Communication Behavior Questionnaire (CBQ). Results revealed two significant canonical correlations that
indicate a two-dimensional managerial communicator model. The first dimension represents a continuum from "instrumentine interactor," interacting more
frequently both upward and downward and exhibitagement to "Mechanistic Isolates," who commuicate very little but frequently engage in comflict
management. The second dimension reveals a continuum from "informal developer," communicating
more spontaneously and involved in developing of
personnel, in contrast to a "formal controller," who
monitors and controls subordinates using more
scheduled communication interaction. Tables of
data are included as well as a figure illustrating the
model and an eight-page reference list. (HTH)
ED 276 080

ED 276 080 CS 505 424

ED 276 080

Kalmon, Skroan Brittain, Robert

Callege Summer Institutus Should Not Coach
High School Debaters on the Current High
School Debaters on the Current High
School Debater Topic [and] Reaction Paper.

Pub Date—Aug 85

Note—11p.; Papers presented at the National Forensic League Conference on the State of Debate
(Kansas City, MO, August 8-10, 1985). For a related document, see CS 505 425.

Pub Type—Opinion Papers (120) — Speeches/
Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—\*College School Cooperation, Competition, \*Debate, Higher Education, High
Schools, \*Pinstructional Improvement, Persuasive
Discourse, Program Evaluation, \*Summer Programs, \*Piecher Attitudes, Teacher Role, \*Workshops

ers-Debate Coaches, \*National Debate

shops
Identifiers—Debate Coaches, "National Debate Topic
Differing viewpoints, expressed in these two papers, address the question of whether college summer institutes should coach high school debaters on the current national debate topic. The first paper presents a three-part argument against coaching on the current topic: (1) the educational potential of summer workshops is not fully realized because current emphasis is more on coaching the upcoming national debate topic than on teaching debate; (2) the competitive nature of most workshops undermines the broader, more fundamental teaching goals; (3) the institutes can be improved by substituting teaching for coaching. The reaction paper argues that time constraints plaque both debaters and coaches and discusses the coach's role in the teaching of forensic fundamentals, emphasizing the need for the coach to understand the new topic at issue. High school coaches should assume the primary function of teaching the fundamentals and college summer institutes should build on those fundamentals within the framework of the current national debate topic. (JD)

ED 276 081

Unger, James J.

The Debate Coach and the Debate Teacher:
Friends or Foes?
Pub Date—Aug 85

Note—6p.; Paper presented at the National Forensic League Conference on the State of Debate (Kansas City, MO, August 8-10, 1985). For a related document, see CS 505 424.
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—\*College School Cooperation, Competition, "Debate, Higher Education, High Schools, Instructional Development, \*Instructional Improvement, Persuasive Discourse, \*Summer Programs, \*Teacher Attitudes, Teacher Role, \*Workshops
Identifiers—Debate Coaches, \*National Debate \*Workshops Identifiers—Debate Coaches, \*National Debate

Topic
College summer institutes should be allowed to coach high school debaters on the current high school debate topic. Every individual forensic practice must be viewed as part of a dynamic process, the totality of which ought to be assessed for its competitive and educational balances. The activity of debate becomes endangered not when students allow competitive motivation to coexist with educational achievement, but when the total process no longer produces educational benefits. The fundamentals of forensics should be introduced during the school year, allowing summer institutes to provide advanced courses that build upon these basics. Furthermore, the conduct of summer institutes can only reflect that of competitive forensics contests held during the school year. The following policy positions are appropriate for high schools and summer forensic institutions: (1) the word "allowed" should be rejected from the issue-workshops may teach whatever they choose; (2) teaching and coaching should be balanced in summer institutes; (3) educators must strive to improve the level of instruction in the fundamentals of debate in the high school; (4) any assessment of summer institutes must include a sound appreciation of their inherent weaknesses; and (5) both parties should strive for both excellent teaching and coaching throughout the year. (ID)

ED 276 082 CS 505 427

ED 276 082 CS 505 427

Flaher, Daryl J.

Developing High School Debaters: Evidence, Arguments, and the Coach.

Pub Date—Aug 83

Note—11p.; Paper presented at the National Forensic League Conference on the State of Debate (Kansas City, MO, August 8-10, 1985). For related documents, see CS 505 428-429.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

(055)

(055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Competition, "Debate, Educational
Objectives, High Schools, "Judges, "Persuasive
Discourse, "Speech Communication, Student
Needs, "Teacher Role
Identifiers—"Debate Coaches, Debate Tourns-

Identifiers—"Debate Coaches, Debate Tournaments
One of three related documents exploring the problems inherent to current high school forensic coaching, this paper argues that the present role of high school debate coaches falls short of the educational objectives of forensics. The paper discusses two coaching philosophies—the first being that of coaches who narrowly define their educational role, teach only debate format case types and negative strategies, and then leave debaters to their own devices; the second that of coaches who subordinate their teaching responsibilities to more expedient means of achieving success, i.e., himping college students as research assistants, and using case hand-books. The paper then argues that a coach has a responsibility to play an active role in the students development of evidence and arguments because as an educator, the coach is ultimately responsible for bringing out the possibilities in the students. Finally, the paper explores the features that characterize the debate coach's true educational task: distinguishing between novice and advanced debaters and talloring the coaching accordingly, developing evidence and arguments for the debaters, and providing feedback. (HTH)

ED 276 083 CS 505 428 East, Ruth-Ann Remote Control

East, Ruth-Ann
Remote Control.
Pub Date—15 Apr 85
Note—12p.; Paper presented at the National Forensic League Conference on the State of Debate (Kansas City, MO, August 8-10, 1985). For related documents, see CS 505 427-429.
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Guides - Non-Classroom (055).

(USS) Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Style, Competition, Critical Thinking, "Debate, Educational Objectives, High Schools, "Persuasive Discourse, Skill Development, "Speech Communication, Student Needs, "Teacher Role, "Teacher Student Rela-

Netus, tionship
Identifiers—"Thinking Skills
One of three related documents exploring the problems inherent to current high school forensic coaching, this paper explores the ethics of "overcoaching" debaters to the detriment of their critical

thinking skills. The paper first discusses the harm that over-controlling students can cause, noting that when coaches develop arguments and research evidence for their students rather than teach them mainly the skills of debate, students lose the benefits of learning the life skills that debate should teach-organization, use of language, and research and critical thinking skills. The paper then discusses the harm this overcoaching also portends for the coach, in terms of his or her personal life, and the expectations of the debaters. Finally, the paper examines how such overcoaching damages the discipline as a whole by shifting the emphasis from education to competition, and some of the ways this harm can be alleviated. (HTH)

education to competition, and some of the ways this harm can be alleviated. (HTH)

ED 276 084

Barfield. Kenny D.

The Risk of Reaching.
Pub Date—Aug 85

Note—l0p.; Paper presented at the National Forensic League Conference on the State of Debate (Kanasa City, MO, August 8-10, 1985). For related documents, see CS 505 427-428.
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.
Descriptors—"Competition, Critical Thinking, "Debate, Educational Objectives, Faculty Advisers, "Persussive Discourse, "Risk, Skill Development, "Speech Communication, "Teacher Role, Teacher Student Relationship, Teaching Methods Identiflers—Thinking Skills

One of three related documents exploring the problems inherent to current high school forensic coaching, this paper explores the issue of risk in debate and how this risk can be reduced. The paper first examines how the 'risk of losing' affects coaches and debaters alike, noting that in providing adequate direction by helping to test the evidence as it is collected, the instructors are reducing the risk of reach for their students. The paper them saks whether instructors should go beyond this point, and offers three suggestions for instructors who what ho prepare their students. The paper them saks whether instructors should go beyond this point, and offers three suggestions for instructors who what ho trepare their students. The paper them saks whether instructors abould go beyond this point, and offers three suggestions for instructors who what ho prepare their students. The paper them saks whether instructors abould go beyond this point, and offers three suggestions for instructors who what ho prepare their students and equately for competition without "throwing the students to the ravenous evidence gatherers" (1) stress the pedagogical goals of forensics, (2) emphasize how to recognize and retute logical fallacies and errors in evidence structure, and (3) when dealing with novices, consider a concept that would narrow the parameters

Elsing, John
Television and the School.
Pub Date—86
Note—95 CS 505 430

Pelvesiace and the Scassel.

Pub Date—86

Note—9p.

Pub Type— Opinion Papers (120)

EDRS Price - MFDI/PG91 Plus Postage.

Descriptors—"Academic Achievement, Elementary Secondary Education, "Student Attitudes, "Student Motivation, Teacher Student Relationahip, "Television Viewing

Excessive viewing of television, often late into the night, causes children to be tirred when they come to achool and therefore unable to do a good day's work. Furthermore, television fosters passive behavior, weakening students' ability and willingness to take active roles in their learning. Critics of education continue to attack the abilities of teachers, but the real problem is whether passive, inactive children are able to learn. Teachers are also being urged to make learning more interesting, relevant, and stimulating so that it will more closely resemble television viewing. The solution to this issue is not to exhort teachers to make achool more exciting, but to limit the amount of television viewing by children. (SRT)

ED 276 086 CS 505 445 Webb, Lynne Topical Bibliography on Communication and Ag-

ing. Pub Date—Jan 86

Note—24p.
Pub Type— Reference Materials - Bibliographies
(131)

(131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Discrimination, \*Aging (Individuals), Aging Education, Business Communication, Communication (Thought Transfer), \*Communication Problems, \*Communication

Research, "Communication Skills, "Individual Needs, Interpersonal Communication, Interpersonal Competence, Mass Media, "Older Adults Intended to assist those teaching or researching in the area of aging and communication, this bibliography contains more than 200 references to books, dissertations, pamphlets, and journal articles. The entries are arranged into the following categories: (1) attitudes toward aging, (2) coping with communicative impairments, (3) interpersonal attraction and aging, (4) marital communication and aging, (5) family communication and aging, (6) talk between friends and neighbors, (7) communication is institutional settings, (8) professional communication with older clients, and (9) mass communication and aging, (FL)

## EA

ED 276 087

Jenkins Judith, Ed.

Guide for Planning Educational Pacilities. An Authoritative and Comprehensive Guide to the Planning of Educational Facilities from the Conception of Need through the Utilization of the Pacility, Eighth Edition.

Council of Educational Facility Planners, International, Columbus, OH.

Pub Date—85

Note—232p.; Photographs may not reproduce weil.

Available from—Publication Sales, Council of Educational Facility Planners, 29 West Woodruff Avenue, No. 325, Columbus, OH 43210 (\$25.00; quantity discounts).

Pub Type—Guides - Non-Classroom (055)

EDRS Pries - MP01 Plm Poetage. PC Net Available from EDRS.

Descriptors—Architectural Character, Budgeting, Building Design, Campus Planning, College Buildings, Design Requirements, Educational Facilities Design, Educational Facilities Improvement, "Educational Equipment, "Educational Facilities Design, Educational Facilities Improvement, "Educational Equipment, "Educational Facilities Design, Educational Facilities This document, is a looselest format that allows for the easy addition of annual update, is a compilation of information to be used in the planning, For the conception of seeds through occupancy and use. Each unit contains numerous photographs, drawings, and figures that illustrate the contents. Unit subjects are as follows: historical perspectives; planning resources; developing a master plan; the planning professionals; program; renovation, alteration, and construction program; renovation, alteration, and conversion; orientation and evaluation; college and university planning; and buying, selling, and lessing. A five-page index is appended. (fW)

ED 276 088 EA 018 213

ED 276 088

Cliver, James M. And Others
Virgin Islands Educational Dissemination System.
Final Report.
Virgin Islands of the United States Dept. of Education, St. Thomas.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—7 Nov 85
Grant—NIE-G-78-0016
Note—969.
Pub Type— Reports - Research (143)
EDRS Price - MP61/PC04 Plus Postage.
Descriptors—Communication Research, Communication Skills, Educational Change, "Educational Improvement, Educational Resources, Elementary Secondary Education," Information Dissemination, "Information Systems, Information Services, Information Systems, Information, "Information, "Information, "Information, "Information, "Information, "Information, "Information, "Information, "Information, "Technical Assistance
Identifiers—Vinkage, "Virgin Islands, Virgin Islands Educational Dissemination System
This document reports on a 5-year project developed by the Department of Education of the U.S.
Virgin Islands to create a useful information and technical assistance system for professional personnel to bring about educational change and growth.

The project was based on the original Interstate Project in Dissemination model (with the exception that the territory consisted only of two school districts) and depended upon the development of linking. (2) management, and (3) resources. Of these three components, linking proved to be the key to successful dissemination. Contents of the report include sections on the following topics: methods of procedures; impact; client responsiveness and satisfaction; significant learnings; outside sgencies; the project's first year of institutionalization (1982-83); equity; summary of results to date; before and after National Institute of Education funding; and an evaluation of the 5-year project by Sam D. Sieber titled "Getting It Together." The main document contains six tables. Sieber's evaluation, which occupies the last half of the document, contains 16 tables. An appendix includes client and monclient questionnaires. (IW)

tains 16 tables. An appendix includes client and monclient questionnaires. (IW)

ED 276 089

EA 018 228

Frederick, Joseph And Others

Supervisors' Performance Ratings Correlated with Selected Personal Characteristics of Attendants in a Mental Retardation Developmental Center.

Pub Date—85

Note—13p.

Pub Type—Reports - Research (143)

EDRS Price - MFDI/PCBI Plus Postage.

Descriptors—4 Attendants, Group Homes, "Job Performance, "Mental Retardation, "Personality Assessment, Personality Measures, "Personality Assessment, "Residential Institutions, Supervisors A research study investigated the relationship between personal characteristics and selected demographic data of 75 attendants in a mental retardation developmental center and the assessment by 24 administrators of the attendants' job performance. Instruments used included a 20-tiem Direct Care Performance Scale and the Demographic Data Scale, which collected information in 8 areas: work experience, civic and community involvement, educational level, sex, age, marital status, home environment, and birth order. Also used was the Sixteen Personality Factor Questionnaire comprised of 105 forced-choice questions. The variable "years of work experience" derived from the Demographic Data Scale was found to be the most significant independent variable in predicting attendants' job performance. Significant relationships were found between job performance and personality factors of conservative, stable, suspicious, relaxed, and practical. Appended are 12 references and 3 tables of the statistical measures used to analyze the data: analysis of vorainnee, televised from the Demographic ocal. Appended are 12 references and 3 tables of the statistical measures used to analyze the data: analysis of covariance, televise multiple regression, and analysis of covariance. (MLF)

EA 018 236 ED 276 090

ED 276 990

EA 018 236

Wholeben, Brent Edward

Legal Liabilities and Professional Ethics Associated with the Use of Computerized Administrative and Instructional Technology in Education.

Pub Date—12 Apr 84

Note—26p.

Pub Type— Opinion Papers (120) — Guides - Non-Classroom (055)

EDRS Price - MF91/PC02 Pins Postage.

Descriptors—Administrator Role, Check Lists, "Computers, "Computer Uses in Education, Definitions, Elementary Secondary Education, "Ethics, Inservice Teacher Education, "Legal Responsibility, Management Development, Policy Formation, School Law, School Policy, Social Influences, Teacher Education, Teacher Role The increasing availability and the highly variable quality of computer hardware and software make it imperative that school professionals become acquainted with issues of legal liability and professionals and suggests ways to minimize the potential for such problems. The document begins and suggests ways to minimize the potential for such problems. The document begins by defining liability, its three basic categories (non-feasance, misfeasance, and malfeasance), and seven points of law that apply to personal nipury or complaint tiabilities. The document then lists (1) eight environmental influences on public and private educational policymaking that are hampering the adequate and appropriate use of computers in education and (2) ist misdirected uses of computers in education and (2) ist misdirected uses of computers in the classroom. Next, the document considers nine general areas (case topics) of legal liability, gives examples of the kinds of computer misuse that could fall under each category, and shows how schools might be held liable for certain transgressions. The document considers nine general areas (case topics) of legal liability, gives examples of the kinds of computer misuse that could fall under each category, and shows how schools might be held liable for certain transgressions.

ment then provides an 18-point checklist of activi-ties for teachers and administrators to use in avoid-ing liability problems and concludes by arguing for more adequate and appropriate teacher and admin-istrator training. (IW)

ED 276 091 EA 018 243

Shaw, Ira M. Creative Prop sals to Management in Negotia

Pub Date—30 Sep 85
Note—14p.; Paper presented at the Annual Me-ing of the Association of School Business Officia (71st, Las Vegas, NV, September 29-October

ing of the Association of School sustance Ottomari, (71st, Las Vegas, NV, September 29-October 3, 1985).

Pub Type— Guides - Non-Clasaroom (055)

EDBS Price - MPDL/PCDI Plus Postags.

Descriptors—\*Administrator Evaluation, Board of Education Policy, "Collective Bargaining, Elementary Secondary Education, "Fringe Benefits, "Health Insurance, "Incentives, School Business Officials, Teacher Associations, "Teacher Attendance, Unions

Before school districts and administrators' associations begin negotiations, seven proposals that provide the basis upon which adversaries can discuss the proposal's merits must be considered. (1) Establish language that would permit an administrator to teach one period a day (month or week). This proposal allows substitution in the event of teacher shence and could lead to the reduction of staff through strition. (2) Devise language providing that the school district may allow for a total of 80 school hours per year beyond the school day for school district pursuits. (3) Establish an administrator merit system that is self-policing. (4) Provide for teachers that would reduce the average teacher shence. (6) Provide menu board benefits from which employees may choose rings benefits within a cost limit. (7) Provide a health plan allowing employees to take a fixed sum of money rather than the mediacl coverage when it is of no value to them. Appended is the Administrators' Performance Incentive Evaluation Plan and the method for assigning funds in a total incentive pool. (MLF)

EA 018 246 School Capital Policies, Regulations and Guide-lines.

Alberta Dept. of Education, Edmonton. Finance and Administration Div. Pub Date—85

Note—195p.
Pub Type— Legal/Legislative/Regulatory Materials (090)

Note—1939.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MFDL/PC08 Plus Postage.
Descriptors—"Educational Facilities, "Educational Finance, Elementary Secondary Education, Energy Conservation, Pacility Guidelines, "Financial Policy, Financial Support, Foreign Countries, Government School Relationship, Guidelines, School Buildings, State Government, State School District Relationship Judentifiers—"Alberta
This document is a compendium of the policies, regulations, and guidelines that govern provincial school capital funding in Alberta. The compendium supplements the general framework of policies, guidelines, and procedures contained in the earlier Management and Finance Plan (MFP). Each section of the compendium contains a set of policies, regulations, or guidelines as they were previously issued. Several additions have been made to integrate information and to aid the users. These additions are: (1) a table of contents, (2) cross-referenced guides to each of three major programs—new construction, modernization, and Building Quality Restoration Program (BQRP); and (3) an alphabetical index to the contents. A new, detailed administrative procedures section clarifies the tapplication and approval processes. Major sections of the document are as follows: "School Buildings Regulation, 1984"; "School Capital Funding Order"; "Tendering Regulation"; "Facility Area Guidelines"; "School Capital Funding Order"; "Tendering Regulation"; "Facility Area Guidelines"; and "Energy Conservation Guidelines." Each section contains its own table of contents, and many sections contain tables, forms, and appendices. (IW)

ED 276 093 EA 018 247 ok on California Education for Lan

Minerity Parents (English Version). California State Dept. of Education, Sacra: Pub Date—84

Misserity Parents (Ragiliah Versitas).
California State Dept. of Education, Sacramento.
Pub Date—84
Note—399; For the Chinese/English edition, see
ED 270 531; for the Korean/English Speaking, "Minority Group Children, "Parent Education, "Parent School Relationship, Parent Education," "Parent School Relationship, Parent Student
Relationship, Parent Teacher Cooperation
Identifiers—"California
More than 900,000 California students during the
1933-84 school year used languages other than English as their primary home language. Of that number, approximately 470,000 were identified as
limited in English proficiency. This handbook for
language minority parents was developed to help
new immigrant parents make better use of educational opportunities in the California public schools.
The handbook includes information on attuent enrollment and attendance, basic school programs,
curriculum, graduation requirements, grades, promotion, testing, transportation, bilingual education, child
development, transportation, and so forth, which
well permit parents to provide immediate assistance
to their children. It also provides information about
programs such as alternative education, vocational
education, oontinuation education, work experience
education, and adut education, work experience
education, and adut education, work experience
education, and adute ducuation, which may benefit
not only limited English proficient (LEP) students
but also parents who seek further educational opportunities in California. (IW)

EA 018 248 lementary Program Review Training Manual, 1985-86. ED 276 094

California State Dept. of Education, Sacramento. Pub Date—85

Pub Date—85 Note—459p. Pub Type— Guides - Non-Classroom (055) EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—"Criteria, "Curriculum Evaluation, "Educational Assessment, Educational Improvement, "Educational Quality, Blementary Education, "Evaluation Methods, Evaluation Utilization, Evaluation, Information Needs, Management Development, \*Program Evaluation, Program Improvement, Staff Development, State Programs, Training Identifiers—California, "California School Improvement Programs"

Programs, Training Identifiers—California, "California School Improvement Program
This training manual consists of two major sections: a "Handbook for Conducting an Elementary Program Review" and the "Elementary Program Review" and the "Elementary Program Review" and the "Elementary Program Review and the School's self-study process. Introductory material describes the program review process a well as the goals and training agendas for process participants. Chapter I deacribes the methodology and procedures of program review, the application of quality criteria, and the means for developing suggestions for instructional improvement. Chapter 2 describes the quality criteria. Appendix B is the guide to be used by schools in conducting a self-study. The remaining two-thirds of the training manual contain the "Elementary Program Quality Criteria" document, with sections on the following topics: how to collect information; a guide for applying the 13 quality criteria; how to report findings and suggestions; practice exercises; special needs; and extensive resource lists, including state frameworks and handbooks, an extensive bibliography of resources for program development and review, and a policy evaluation of the California School Improvement Program. (IW)

Pren. Kathryn J. Coughlin, John T.
Negotiations: Try a Pragmatic Approach.
Pub Date—Jan 86
Note—Se.

Note—5p. Journal Cit—Updating School Board Policies; v17 n1 p1-3 Jan 1986

Pub Type— Collected Works - Serials (022) — Opinion Papers (120) — Guides - Non-Classroom Opini (055)

Pub Type—Collected Works - Serials (022)—
Opinion Papers (120) — Guides - Non-Classroom (055)
EDRS Price - MP01/PC91 Plus Postage.
Descriptors—Administrator Role, Board of Education Policy, \*Collective Bargaining, Elementary Secondary Education, Employer Employee Relationship, Grievance Procedures, Negotiation Agreements, \*School Personnel With adequate preparation, effort, and commitment, the school system's collective bargaining process can become an opportunity for management and employee organizations to resolve significant concerns. This paper recommends nine steps for a pragmatic approach to negotiations. (1) Prepare Preparation includes reviewing the current collective bargaining agreement and reviewing grievances that have been filed. (2) Select team: A negotiating team should consist of a professional negotiator, the superintendent, and a school board member. (3) Anticipate: A review of background material involves looking at demands within a union and the source of union proposals should be formulated well in advance. Specific bargaining objectives should be identified and language proposals developed. (5) Set uses More frequent and shorter sessions are the most productive. Other rule areas include minutes of sessions and news releases. (6) At the table: The team should not display internal disagreements in the presence of union representatives. (7) Agreet Stalemates must be avoided to reach agreement. (8) Communicate: A system for keeping the board informed in a timely manner is important. (9) Sign contract: A new agreement signifies that supervisors are briefed by a negotiating team and are advised on work rules in administering the agreement. (CJH)

ED 276 096 EA 018 258

Day, C. William Speicher, A. Dean State-of-the-Art Facility: A Planning Process. Pub Date—85

Note—11p.; Paper presented at the Annual Meet-ing of the Association of School Business Officials (71st, Las Vegas, NV, September 29-October 3, 1985).

Pub Type— Information Analyses (070) — Reports
- Evaluative (142) — Speeches/Meeting Papers

Pub Type—Information Analyses (070) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EBBS Price - MP01/PC01 Plus Pastuge.
Descriptors—Administrative Change, "Administrator Rode, Board of Education Policy, Curriculum Development, Design Requirements, Educational Change, "Educational Facilities Design, "Educational Facilities Planning, "Educational Trends, Elementary Secondary Education, Expenditures, "Putures (of Society), Individualized Education Programs, Lifelong Learning, "Long Range Planning, Multimedia Instruction, Prediction, School Community Relationship, School District Spending, Chief executive officers of school districts and facility planners must assume the role of change agent to meet the information needs of the 21st century. Public school learning, which will serve more groupings of people on a continual basis, will be disseminated through media learning centers. Management should follow six steps in planning program and facility strategies. (1) Be informed: Because the public will demand a careful rationale of funding expenditures, administration should act from an informed base. (2) Hire consultants: Professional school planning consultants should be experienced in educational programs and facility planning. (3) Conduct a comprehensive school study. Information gathered should contain demographic projections, community attitudes, status of school facilities, and district financial ability. (4) Select your architect: Administration should make available a prequalification questionnaire to architectural firms, a proposed project information sheet, and a team of educators to interview applicants. (5) Hire a construction manager: A construction manager should be selected at the time an architect is hired. (6) Prepare educational specification genicants. (5) Hire a construction manager as program guide to the design architect. (CJH)

ED 276 097 EA 018 284

Ellis, Thomas I.

Teacher Evaluation.

BRIC Clearinghouse on Educational Management,
Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.

Spons Agency—Office of Educational Research

and Improvement (ED), Washington, DC.

Pub Date—Apr 36
Contract—400-83-0013
Noto—6p.
Available from—Publication Sales, National Association of Elementary School Principles, 1615
Duke Street, Alexandria, VA 22314 (\$2.00; quantity discounts, Virginia residents should add 4 percent sales tax).

Journal Cit—Research Roundup; v2 n2 Apr 1986
Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Collected Works—Serials (022) — Reference Materials—Bibliographies (131)
EDBS Price —MF91/PCN Plus Pestage.

Descriptors—Administrator Role, Concurrent Validity, Cooperative Planning, "Decision Making, Educational Environment, Benentary Secondary Education, Employment Practices, "Evaluation Methods, Instructional Improvement, Legal Responsibility, Organizational Climate, Performance Factors, "Personnel Policy, Program Development, "Program Effectiveness, Program Implementation, "Teacher Attitudes, Teacher Effectiveness, "Teacher Attitudes, Teacher Effectiveness, "Teacher Evaluation, Teacher Improvement, Teacher Supervision Included in this summary analysis of three journal articles and two documents on teacher evaluation are reports that touch on difficulties facing school officials in developing a teacher evaluation are study of four exemplary school districts that the teacher evaluation system. The first article, by Susan S. Stodolsky, challenges evaluation methods that rely on classroom observation slone and emphasizes the importance on the entire instructional context. The second, a document written by Rand Corporation researchers, concludes from a study of four exemplary school districts that the teacher evaluation process is inseparable from the achool district's larger organizational context. The harven process is inseparable from the achool district's larger organizational context. The three remaining selections focus on practical aspects of implementing a teacher evaluation system. In his guide, Thomas L. McGreal identifies nine "commonalities" of effective systems that support his couviction that e cial scrutiny. (CJH)

ED 276 098 EA 018 431 Sanacore, Joseph Rauch, Sidney J. Sustaining Language Arts Innovations: Implica-tions for Administrators. Pub Date—86

tiess for Administrators.
Pub Date—86
Note—119.
Pub Type—Reports - Descriptive (141) — Reports
- Evaluative (142)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Nadministrator Responsibility, \*Curriculum Development, Educational Environment, Elementary Secondary Education, Instructional Effectiveness, \*Instructional Innovation, \*Language Arts, Principals, Program Effectiveness, \*Program Implementation
After implementing changes in language arts instruction, the principal—who is in a key position to sustain or institutionalize the changes—faces several responsibilities. Factors involved in directing innovations to become \*Duilt in\* to school programs include solving specific problems, sharing decision-making responsibilities, upgrading and updaing staff competence and commitment, making organizational changes, preventing threats to long-term success, and adapting important factors to school settings. Since most innovations are considered in the context of remedying school problems, educators should determine the nature of local problems. Britain's success with the open classroom concept, for example, was inappropriate for American inner-city school systems. Sustaining a program involves efforts that are relevant to different school settings, which has been demonstrated by Milee (1983) in a study of 12 elementary and secondary schools. Environmental fluctuations—budget cuts and declining student enrollment—and educator job mobility can threaten the long-term quality of innovations. Preventive strategies include protecting against budget cuts and providing opportunities for

individuals to share their competence. Strong ership, particularly at the middle management is vital in carrying out durable language arts in tions. (CJH)

ED 276 099

ED 276 099

EA 018 514

Long. Claudis A. Terry, Patricis D.

Using Telecommunications for Principals' Professional Development.

Par West Lab. for Ed: utional Research and Development, San Francisco, Calif.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Apr 86

Contract—400-86-0009

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Prancisco, CA, April 16-20, 1986).

Pub Type—Speeches/Meeting Papers (150) — Re-

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Reports - Research

casion (67th, San Prancisco, CA, April 19-20, 1986).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Reports - Research (143)

EORS Price - MP0L/PC01 Plus Peatings.
Descriptors—Change Strategies, "Computer Uses in Education, Elementary Secondary Education, Information Dissemination, "Information Networks, "Management Development, Needs Assessment, "Principals, Problem Solving, "Telecommunications Identifiers—Principals Computer Network (PCN)—a experimental program created (1) to allow principals to use their schools' microcomputers to access other principals' solutions to common instructional management problems; (2) to enable principals to request suggestions from their peers on specific problems; (3) to provide a network for sharing successful strategies and programs; and (4) to allow principals to expand their computer skills in a way directly relevant to their administrative roles. Online for an 11-week test period in the spring of 1985, the PCN included the following components: a bulletin board for general announcements; elementary and secondary education features boards, containing information from the "Principals' Yellow Pages"; an electronic mall system for private correspondence; news updates on the latest PCN developments; and a list of all PCN users with their personal and general system statistics. A survey of 38 participating principals showed that the electronic network system can stimulate information exchange among principals. Brevity of the operations period was the biggest drawback; and introducing the program in late spring, a busy time, prevented the full participation of many principals. Principals need more time to learn the system and meed access to a home computer for evening and weekend use. (IW)

ED 276 100

ED 276 100

Center on Effective Elementary and Mildile
Schools. Final Performance Report: Grant No.
NIE-G-85-7118, 63/61/85-66/30/45.

NIE-G-85-7118, 63/61/85-66/30/45.

Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—85
Grant—NIE-G-85-7118

Note—44p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Improvement, Educational Research, Elementary Secondary Education, Objectives, Program Design, Program Implementation, "Research and Development Centers, Research Projects, School Effectiveness identifiers—"Center on Effective Elementary Middle Schools

Centers, Research Projects, School Effectiveness identifiers—"Center on Effective Elementary Middle Schools
The results of a grant-supported project to develop a Center on Effective Elementary and Middle Schools in association with Johns Hopkins University in Baltimore, Maryland, are presented in this report. The first of the document's three sections describes the six basic planning activities conducted under the grant, including identification of the center's research and development mission, design of operating research and development mission, design of operating research and development mission, design of operating research and development mission, design of projects, and evaluation. The second section presents the revised mission and strategy statement for the Center, describes the research base on effective elementary and middle schools, and reviews the research variables, to accomplish the center's future

goals for research on elementary and middle achool education in the should guide the Center's activities in collaboration and dissemination. The third section describes the work needed to accomplish the Center's future goals for research on elementary and middle school education in the areas of instruction, student motivation, use of time, improvement of the knowledge base, and reduction of barriers to innovation. (POD)

ED 276 101

Murphy, Shells C. And Others
School Improvement: Messages from Five Years of
Research. Symposium Presented at the Annual
Mesting of the American Educational Research
Association (67th, Sas Francisco, California,
April 16-20, 1906). R&D Report 3222.
Texas Univ., Austin. Research and Development
Center for Teacher Education.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Report No.—R&DCTE-R-3222
Pub Date—Agr 86

Washington, D.C.
Report No.—R&DCTE-R-3222
Pub Date—Apr 86
Note—Apr 86
Note—154p.; For individual papers, see ED 271
462, EA 018 718, and EA 018 720-721.
Pub Type—Collected Works-Proceedings (021)—Information Analyses (070)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Administrator Role, Adoption (Ideas), Assistant Principals, "Change Agents, Change Strategies, "Educational Innovation, Educational Principals, "Comparison, Elementary Secondary Education, Formative Evaluation, Integroup Relations, "Interprofessional Relationship, Leadership Qualities, "Leadership Training, Personnel, Principals, Role Perception, "Teacher Role
Identifiers—"High School Study, "Principal Teacher Interaction Study

sanp, Leadersinp Qualities, "Leadersinp Franing, Personnel, Principals, Role Perception, "Teacher Role Identifiers—"High School Study, "Principal Teacher Interaction Study
This document includes four papers presented at a symposium, based on a synthesis of five years of research—on the interaction of role groups and factors in the change process that are critical for school improvement in elementary and secondary schools. The papers identify elements of the change process crucial for the success of proposed changes and offer specific recommendations for enhancing the interactions and contributions of key role groups (principals, assistant principals, central office personnel, department heads, and teachers) to school improvement. The papers are based on two major research efforts (the Principal-Teacher Interaction Study and the High School Study) that have identified the roles of various constituent groups in the change process and the kinds of change occurring. The papers included are "The Facilitation of Change in Elementary and Secondary Schools-Similarities, Differences, and Interactions about the Process' (Suranne M. Stiegelbauer, Deborah B. Muscella, and William L. Rutherford); "Teachers' Contributions to School Improvement: Reflections on Pifteen Years of Research" (William L. Rutherford); "Institutionalization of Innovations: Knowing When You Have It and When You Don't '(Shrifey M. Hord and Gene E. Hall); and "Selecting and Training Educational Leaders to Be Facilitators of School Improvement" (Sheila C. Murphy, Leslie Huling-Austin, and Suzanne M. Stiegelbauer). Discussant remarks follow the papers. (IW)

ED 276 102 Stiegelbouer, Suzunne M. And Others

The Facilitation of Change in Elementary and
Secondary Schools-Similarities, Differences,
and Interactions about the Process. R&D Report

3218.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—R&DCTE-R-3218

Pub Date—Apr 86

Note—58p; in: School Improvement: Messages from Five Years of Research. Symposium presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, California, April 16-20, 1986); see EA 018 717. 018 717.

018 717.

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Administrator Role, "Change Agents, "Change Strategies, "Educational Change, "Educational Status Comparison, Elementary Secondary Education, Formative Evalu-

ation, Interprofessional Relationship, Principals, "Teacher Administrator Relationship Identifiers—"Concerns Based Adoption Model, Research on the Improvement Process Program The process of change in elementary and secondary schools has been the topic of several major studies conducted during the past 15 years. To date, however, information about the change process in different school settings has not been considered comparatively. This document examines and compares the process of change and the role of the change facilitator in the context of both the elementary and the secondary school. After a brief review of significant research, the paper analyzes major variables involved in a change effort and presents case studies to illustrate how these variables work in different settings. A comparative synopsis of the findings suggests that effective change at either the elementary or the high school level requires the following: (1) a leader who sanctions and supports the change; (2) the use of a team of change facilitators; (3) a series of sequential strategies planned around the improvement process; (4) monitoring the system's responses to the implementation strategies; and (5) corrective action if and when the implementation plan strays off target. Four figures are included, and three pages of references are appended. (IW)

ED 276 103

Hord, Shirley M. Hall, Gene E.
Institutionalization of Innovations: Knowing
When You Have It and When You Don't, R&D EA 018 720

When You Have It and When You Den't. R&D Raport 3229.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—R&DCTE-R-3220
Pub Date—Apr 86
Note—28p.; in: School Improvement: Messages from Five Years of Research. Symposium presented at the Annual Meeting of the American Educational Research Association (67th, San Prancisco, California, April 16-20, 1986); see EA 018 717. 018 717.

Educational Research Association (v7th, San Francisco, California, April 16-20, 1986); see EA 018 717.

Pab Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Pestage.

Descriptors—Administrator Role, Adoption (Ideas), Change Strategies, "Educational Innovation, Elementary Secondary Education, "Measurement Techniques, Policy Formation, "Program Effectiveness, "Program Evaluation, "Program Effectiveness, "Program Evaluation, "Program Implementation, "Teacher Response Although vast numbers of educational innovations have been introduced into the nation's schools over the past 20 years, few have succeeded in effecting affective, behavioral, and cognitive student gasns. Many recent studies have succeeded in effecting affective, behavioral, and cognitive student gasns. Many recent studies have focused, therefore no school change processes and the formulation of strategies for successful innovation implementation. These studies, however, have not formulated the means for determining if, or how, individual teachers have integrated innovation into their regular classroom practice. This paper offers a definition of institutionalization that addresses this problem, first by describing five subprocesses (assessment of present practices, response adoption, initiation, implementation, and institutionalization); then by offering a set of three vectors for describing innovation use (Stages of Concern, Levels of Use, and Innovation has become institutionalized. The paper concludes with implications for policy determine if annovation has become institutionalized. The paper concludes with implications for policy determine in annovation has become institutionalized. The paper concludes with implications for policy determine in annovation has become institutionalized. The paper concludes with implications for policy determine in annovation has become institutionalized.

ED 276 104

Murphy, Sheila C. And Others

Selecting and Training Educational Leaders To Be
Facilitators of School Improvement. R&D Report 3221.

Texas Univ., Austin. Research and Development
Center for Teacher Education.

Spons Agency—National Inst. of Education (ED),
Washington, DC.

Report No.—R&DCTE-R-3221
Pub Date—Apr 86

Note—39p; In: School Improvement: Messages
from Five Years of Research. Symposium presented at the Annual Meeting of the American
Educational Research Association (67th, San
Francisco, California, April 16-20, 1986); see EA
018 717.

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150) EDRS Price - MF0I/PCO2 Plus Postage.

Descriptors—Administrator Characteristics, Administrator Education, "Change Agenta, "Educational Improvement, Elementary Secondary Education Improvement, Elementary Secondary Education Improvement, Elementary Secondary Education Improvement, Elementary Secondary Education, "Management Development, "Principals, Program Implementation Identifiers—"Concerns Based Adoption Model, "Principal Teacher Interaction Study For the past five years, researchers at the Research and Development Center for Teacher Education have studied the role of school principals and other educational leaders in facilitating school improvement. Through this research, much has been learned about the school improvement process and what facilitators do on a daily basis to bring about change. This paper provides research-based suggestions for (1) selecting and placing effective facilitators and (2) training persons to become effective facilitators of change. \*i.ac research discussed in this paper is grounded in the Concerns Based Adoption Model (CBAM) and the Principal-Teacher Interaction Study, which focused on the role of principals as the major facilitations of change in their schools. Selection of educational leaders can be partially based on styles (responder, ""manager," or "initiator"). It can also be based on the needs of the specific situation and the interactions among change facilitation teams. The process of training should include an entire change facilitation teams and extend over a sustained time period, providing opportunities for applications and feedback. Three figures and seven pages of references are included. An appendix details the diagnostic components of the CBAM. (IW)

EAJ 276 105

Hanson, Marjorie
The Mathematization of Educational Administration: A Preliminary Analysis.
Pub Date—Apr 86
Note—32p; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 
1986).

1986).

Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Pestage.
Descriptors—Cognitive Processes, Creative Thinking, "Educational Administration, Elementary Secondary Education, Higher Education, "Mathematical Applications, "Mathematics Education, "Operations Research, Problem Solving, "Statis-

\*Operations Research, Problem Solving, \*Statistics
Reviews of relevant research on the application of operations research and statistics that appeared prior to 1940 are compared with those appearing in the early 1940 are to the statistics that appeared prior to 1940 are compared with those appearing in the early 1940 are to the statistics in educational administration see it as a tool that essentially brings order and generalizability to administrative data. It is used at the stage of weighing quantitatively various alternatives that had been devised as possible responses to a problem. The last third of the paper borrows from the field of mathematics education and explores using mathematics for posing problems earlier in the problem-solving process. Suggested for posing or reposing problems are the following mathematical practices: (1) estimation/approximation; (2) internal and external views of a thing; and (3) the particular and the specific. In the field of mathematics education, mathematization takes on a different character from that derived from the physical sciences. This alternative view looks upon mathematization as the process by which something happens in an individual or a field rather than the evidence that it has happened. Examples of mathematical operations such as iteration, enumeration, relation, and transformation applied to educational administration are provided. Thinking "mathematical" is proposed as a way to encourage possible generation of more creative equivalent alternatives. Appended are 24 references. (MLF)

ED 276 106 Marshall, D. G. EA 018 937

Marshall, D. G.
From Rheteric to Action: Approaches to Small
Schools for the Coming Decade.
Pub Date—Oct 86
Note—16p; Keynote speech delivered to the Annual Meeting of the Canadian National Symposium in Small Schools (2nd, Atikokan, Ontario,
Canada, October 1986).
Pub Type— Opinion Papers (120) — Speeches/

Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—"Cultural Context, Curriculum Development, Educational Change, Educational Objectives, "Educational Quality, Elementary Secondary Education, Federal State Relationship, Foreign Countries, Futures (of Society), Government School Relationship, Individualized Education Programs, Needs Assessment, Research Needs, "Rural Schools, "School Demography, "School Effectiveness, School Size, "Semall Schools, Student Needs, Teacher Education Identifiers—"Canads, Ontario
This paper provides a perspective on issues among small schools in Canada through an analysis of topics that focus on Ontario. During the early phase of the small school movement, many educators believed that "small" represented a deleterious condition. After researchers examined negative conditions among larger schools, however, educators reconsidered the benefits of small schools and now regard them as having unique educational settings. What constitutes a small school and a quality-curriculum are current issues. Enrollment declines in Ontario secondary schools have led to contraction of program offerings, but quality is not necessarily measured by the number of courses. Research is needed that distinguishes between the effects of ruralness and of smallness. Under the scrutiny of the public, media, researchers, and futurists, the checking for quality and for social responsiveness will reveal both positive and negative characteristics of small schools. With the impetus toward individualized instruction, the effects of distance, isolation, and curriculum breadth could be craaced by information technologies. The ministry should support small schools for their unique needs. Research needs include longitudinal studies of small school students and analysis of school strategies. University teacher education programs should provide greater preparation for small or rural settings. (CIH)

ED 276 107 EA 018 940

Young, I. Philip Ryerson, Dean
Teacher Selection: Legal, Practical, and Theoretical Aspects. UCEA Monograph Series.
University Council for Educational Administration,

Teacher Selection: Legal, Practical, and Theoretical Aspects. UCEA Mesograph Series.
University Council for Educational Administration, Tempe, AZ.
Pub Date—86
Note—32p.
Available from—Publication Sales, University Council for Educational Administration, 116B
Parmer Building, Tempe, AZ 85287 (33.25).
Pub Type—Guides - Non-Clasarcom (055) — Legal/Legislative/Regulatory Materials (090) —
Reports - Research (143)
Document Not Available from EDRS.
Descriptors—Administrator Role, Board of Education Policy, Decision Making, "Educational Theories, Elementary Secondary Education, Federal Legislation, Federal Regulation, "Government School Relationship, Research Methodology, Research Research moving applicants selection, whereas a sequential decision strategy is based on a multiple-cutoff model. Section 3, "Theoretical Aspects of Teacher Selection," analyzes predictors used by administrators to select teachers. A static decision strategy is based on a multiple-cutoff model. Section 3, "Theoretical Aspects of Teach

mended. Fifty-seven references are appended. (CJH)

(CJH)

ED 276 108

EA 018 941

Steller, Arthur W. Pell, Carroll

Clean Up Your School Custodial Program.

National School Boards Association, Alexandria,

VA. Educational Policies Service.

Pub Date—Dec 36

Note—5p.

Journal Cis—Updating School Board Policies; v17

n11 pl-3 Dec 1986

Pub Type—Cuides - Non-Classroom (055) — Collected Works - Serials (022)

EDRS Price - MP91/PO1 Plus Postage.

Descriptors—"Administrator Responsibility, Board of Education Policy, Building Operation, "Cost Effectiveness, "Custodian Training. "Educational Administration, Educational Facilities Planning, Elementary Secondary Education, Motivation Techniques, School Buildings, School Districts, "School Maintenance, Staff Development, Staff Utilization Utilizatio

"School Maintenance, Staff Development, Staff Utilization
Administrators can improve their school's custodial program by following steps that increase productivity, reduce costs, and provide long-term benefits of higher cleanliness standards. Administrators should work toward improved building cleanliness by insisting on a school board policy that establishes objectives for the custodial department. Frincipals have many duties and managing the custodial staff is often relagated to lower priority than providing "instructional leadership." A formula is needed for custodial staff allocations and should include sactors such as number of children and sdults using the building and extent of extracurricular and community activities. Custodial job descriptions should include specific teats assignments. Responsibilities should encompass inspections, preventive maintenance, regulation compliance, inventory maintenance, and emergencies. A daily schedule stating tasks, tools, and time allotments should be supplemented with weekly and seasonal schedules. Job enrichment for custodians can be achieved by expanding the custodian's role to include care of flower beds and shrubt, window replacement, and preventive maintenance, such as periodic oiling of motors, changing of furnace filters, repairing leaky faucets and replacing motor belts. Recognition of custodians promotes morale and can be accomplished by issuing custodial uniforms or even ordering business cards for them. (CJH)

ED 276 109 EA 018 942

ED 276 109 EA U18 942 Swor, Edward And Others The Educational Effects of a State Supported Reduced Class Size Program. A Comprehensive Evaluation of Indiana's Project PRIME TIME at the North Gibson School Corporation. In

tion.
Pub Date—Aug 85
Note—25p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Academic Achievement, Basic Skills, "Change Strategies, "Class Size, Cost Effectiveness, "Educational Change, Primary Education, "Program Effectiveness, "Program Revaluation," Program Revaluations

Skills, "Change Strategies, "Class Size, Cost Effectiveness, "Educational Change, Primary Education, "Program Effectiveness, "Program Education, "Program Effectiveness, "Program Education, "Project PRIMETIME Research studies on class size date back to 1900. Common sense has suggested that small classes lead to greater academic achievement, but most research on the effects of class size on achievement have been inconclusive. Furthermore, the financial costs and political consequences of reducing class size have generally prohibited the adoption of class size that the first of the studies were duction alternatives. The Department of Education in the State of Indiana, however, has adopted Project PRIMETIME, which has attempted to reduce the class size in primary grades throughout the state. This document reports on the effect on student learning of reducing first grade class size to 18 students or fewers. Subjects for the studies were first-grade students in three elementary schools in Princeton, Indiana. Results of 13 studies, focusing mainly on basic reading and mathematics skills, provide overwhelming evidence of the gains in scores for students in the small-size classes of the 1984-85 school year as compared to the larger classes of the previous year. Four tables, one page of references, copies of the reading and mathematics evaluation systems, and a letter from the governor are appended. (TW)

ED 276 110

EA 018 945

Fullan, Michael G. And Others

Support Systems for Implementing Curriculum in
School Boards.

Outario Inst. for Studies in Education, Toronto.

Spons Agency—Outario Dept. of Education, Tor-

Ontario Inst. for Studies in Education, Toronto. Spons Agency—Ontario Dept. of Education, Toronto.
Pub Date—86
Note—354p.
Available from—Publication Sales, The Ontario Institute for Studies in Education, 252 Bloor Street
West, Toronto, Ontario M58 1V6 Canada.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—Administrator Role, Board Administrator Relationship, "Board of Education Policy,
Case Studies, "Change Strategies, "Curriculum Development, Curriculum Evaluation, Curriculum Benation, Controlum Research, Elementary Education, Foreign
Countries, Models, Principals, "Program Implementation, School Effectiveness, Superintendents
Identifiers—"Ontario
Pour school boards in Ontario, Canada, were selected for intensive case studies to examine the models, policies, procedures, and practices used to stimulate, support, coordinate, and assess the effectiveness of curriculum changes within their jurisdicions. The data collection consisted of (1) documents such as organizational charts, implementation models, job descriptions, task force and other reports; (2) interviews conducted with 32 supervisory officers, 37 curriculum consultants, 16 principals, and 32 teachers; and (3) questionnaires completed by 59 consultants. The report provides descriptions of the four models, assumination of the models, a more focused examination at the school level of a specific curriculum innovation selected by each board, and an assessment of the effectiveness and outcomes of the models. The report concludes with an analysis of planned change in perspective by considering the recent literature on the role of school systems in change, by reviewing current trends and practices in Ontario, and by formulating an improvementa. The report contains 8 figures and 16 tables, and a 29-item bibliography is appended. (MLF)

ED 276 111

EA 018 947

ED 276 111 EA 018 947

and a 29-item bibliography is appended. (MLF)
ED 276 111

EA 018 947
Ruck, Carolyn L.
Creating a School Context for Collegial Supervision: The Principal's Rule as Contractur.
Oregon School Study Council, Eugene.
Pub Date—Nov 86
Note—399.
Available from—Publication Sales, Oregon School
Study Council, University of Oregon, 1787 Agate
Street, Eugene, OR 97403 (34.00 prepaid; quantity discounts; 51.50 ahipping and handling will be
added on billed orders).
Journal Cit—OSSC Bulletin; v30 n3 Nov 1986
Pub Type—Collected Works - Serials (022) —
Opinion Papers (120)
EDRS Price - MP61/PC02 Plus Postage.
Descriptors—\*Administrator Role, Elementary
Secondary Education, Instructional Improvement, "Instructional Leadership, "Peer Evaluation, Peer Relationship, "Principals, Program
Implementation, School Effectiveness, Teacher
Improvement, "Teacher Supervision
Identifiers—Clinical Supervision, "Collegiality
This Bulletin investigates the role of the principal
in fostering a school climate conductive to collegial
supervision—teachers observing teachers and working together for instructional improvement. Chapter
1 attempts to put into perspective the traditional
responsibilities of the principal as instructional
leader and teacher evaluation program. Chapter 2 investigates the principal"s role in establishing a context for
collegial supervision, Principala must foster a climate for collegiality, establish a structure for peer
supervision, and then combine the two into a program in which teachers can share their professional
expertise. The structure of supervision and the operation of a collegial supervision program are the subjects of chapters 3 and 4, respectively. The final
chapter suggests that the principal's role as instructional leader he restructured to meet the demands of

modern school systems. This redesigned role emphasizes both the importance of the principal's involvement in the peer supervision process and the increased professional responsibility of teachers. Appended are 15 references. (MLP)

ED 276 112 EA 018 948

ED 276 112 EA 018 948 Vergon. Chartes B., Ed.
The Church, the State and the Schools: Contemporary Issues in Law and Policy.
Michigan Univ., Ann Arbor. School of Education. Pub Date—86 Note—163p.
Available from—publication Sales, Office of Professional Development, University of Michigan School of Education, Ann Arbor, MI 48109-1259 (26.50) (\$6.50).

sional Development, University of Michigan School of Education, Ann Arbor, MI 48109-1259 (\$6.50).
Pub Type— Collected Works - General (020) — Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)
Decament Not Available from EDRS.
Descriptors—Compliance (Legal), Constitutional Law, "Court Litigation, Educational Policy, Elementary Secondary Education, Equal Education, "Government School Relationship, "Legal Responsibility, "Private School Aid, Private Schools, Public Schools, "Religious Factors, School District Relationship, Student Rights strict Autonomy, "School Law, School Responsibility, Special Education, State Legislation, State School District Relationship, Student Rights Identifiers—First Amendment, "Supreme Court This monograph analyzes contemporary legal controversies concerning religion, the states, and the schools and the interface between law and education. The introduction provides an overview of issues treated in the following seven chapters and includes a series of tables that place recent controversies in the historical context of prior U.S. Supreme Court precedent. Part 1, "Remedial Education Programs for Private School Children: Judicial Developments and Future Prospectis" (Michael W. McConnell) and "Shared Time Programs on Public School Premises: Private Rights and Public Responsibilities" (Linda L. Bruin). Part 2, "Policy Communications and Interpretations"; "Impact and Implementation: The Remedial Services and Shared Time Rulings," contains three chapters: "Intergovernmental Communications and Interpretations": "Impact and Implementation The Remedial Services and Shared Time Rulings," contains three chapters: "Intergovernmental Communications and Interpretations": "Impact and Implementation The Constitution and State Regulation of Private Schooling" (Tyll van Geel). Part 4, "References and Resources," provides a bibliography, Supreme Court summaries, constitutions and state regulation of Private Schooling" (Tyll van Geel). Part 4, "References and Resources," provides a bib

ED 276 113 EA 018 950

ED 276 113

Lynch, David M. And Others

Leadership in the Liberal Arts: A Study of the Concerns and Job Experiences of Chief Liberal Arts Academic Officers.

Pub Date—Apr 86

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

ciation (67th, San Francisco, CA, April 16-20, 1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDBS Price - MP01/PC02 Plus Postage.
Descriptors—"Academic Deans, "College Administration, Educational Quality, "Educational Trends, Employment Practices, Futures (of Society), Higher Education, Human Resources, "Osciety), Higher Education, Human Resources, "Osciety, Higher Education, Human Resources, "Osciety Paperson, Human Resources, "Osciety, Higher Education, Human Resources, "Osciety, "Osciety,

officers have positive feelings about their institutions. Sixty-nine precent, however, plan to return to
teaching and research or to advance in administration, but job satisfaction comes from informal work
with faculty, administration, and program development. Views of career and salary success are low
considering leadership status. Large public institutions offer the highest salaries, whereas high personal educational impact is most often present in
smaller private undergraduate institutions. Leaders
of the liberal arts are not adequately empowered to
meet challenges unless they can compensate for limited formal power by effective use of consensus-building mechanisms. Twenty-seven references
are included. (CJH)

EA 018 951 ED 276 114

Shates, Jessica Kolderis, Ted
Constructing with Teacher Partnerships.
Sequois Inst., Sacramento, CA.
Spons Agency—Department of Education, Washington, DC.
Pub Date—Apr 84
Contract.—300-83-0148
Note.—246 ED 276 114

ington, DC.
Pub Date—Apt 84
Contract—300-83-0148
Note—24p.
Pub Type— Guides - Non-Classroom (055) — Reports - Evaluative (142)
EDRS Pries - MF01/FO01 Plus Postage.
Descriptors—"Contracts, Contract Salaries, "Educational Innovation, Educational Quality, Elementary Secondary Education, Employer Employee Relationship, Entrepreneurship, Putures (of Society), Incentives, Job Earichment, Long Range Planning, Needs Assessment, Public Schools, School Business Relationship, "School Districts, Teacher Associations, Work Attitudes Identifiers—"Teacher Partnerships
This monograph describes the concept of school district contracts with teacher partnerships for educational services; taking the view of education as an industry, the document analyzes advantages, obstacles, and strategies of such a change. Section 1, "The Challenge," suggests that societal changes make an education industry outside the K-12 system attractive, although the industry's foundation is dependent on the public system. The section discusses the growing "non-school" education industry and recommends that entrepreneurial teachers be encouraged in order to retain talent. Section 2, "Constraints against Innovation within the Existing Structure," describes how regulations stiffe teacher incentives. "The Creative Response: Entrepreneurism among Teachers," section 3, analyzes a partnership's legal aspects, contract terms, and the result of greater work environment control by teachers. Section 4, "Potential Obstacles to Implementation," explains that contracting need not compromise school conditions or the status of administrators and teacher organizations. The document recommends that partnerships be defined by law, that accountability reside with a partnership's certified teacher organizations at students be protected through district evaluation of partnerships." "Demonstration as excellence. (CJH)

ED 276 115 EA 018 952

ED 276 115 EA 018 952

Doyle, Denis P.

Prom Theory to Practice: Considerations for Implementing a Statewide Voucher System.

Sequois Inst., Sacramento, CA.

Spons Agency—Department of Education, Washington, DC.

Pub Date—May 84

Contract—300-83-0148

Note—23a.

Contract—300-83-0148
Note—23p.
Pub Type— Opinion Papers (120) — Reports—Evaluative (142)
EDRS Price - MP61/PO1 Plus Postage.
Descriptors—"Educational Equity (Finance), Educational Finance, Educational Innovation, "Educational Theories, Educational Trends, "Educational Vouchers, Elementary Secondary Education, Expenditure per Student, Finance Reform, Free Choice Transfer Programs, Futures (of Society), Government School Relationship, Private Schools, Public Schools, "State Programs, "Student School Relationship This monograph analyzes trends in American educational philosophy and history in its proposal to implement an all-public statewide school voucher system. Following an introduction, section 1, "Al-

ternstive Voucher Systems," discusses three concepts: universal unregulated vouchers, favored by Milton Priedman; regulated compensatory vouchers, developed by Christopher Jencks; and "power-equalizing" vouchers. "Vouchers and Private Schools," section 2, raises the issue of religious schools and the schools, "section 3, concludes that a system including religious schools in not feasible. The legal fate of vouchers depends upon the operative "child benefit" theory-that the purpose is to benefit the child, not the school. Section 4, "All-Public Vouchers," cites California as a likely candidate for a public model because as a likely candidate for a public model because of the centralization trend. Nationwide, the "excellence" movement expresses centralization, though local control remains a commitment. The trends are reconciled by state-funded wouchers with a statewide open enrollment, and thereby carn its governmental income. Student mobility is handled by budgeting according to days attended. Equalizing school finance leads to free movement and dissolution of boundaries, permitting significant racial integration. Twenty-two endmotes are included. (CHI)

EA 018 953 ED 276 116 athan, Joseph sproving Public Schools within Existing Re-

sources.
Sequoia Inst., Sacramento, CA.
Sequoia Inst., Sacramento of Education, Washington, DC.
Pub Date—Aug 84
Contract—300-83-0148

ington, D.C.
Pub Date—Aug 84
Contract—300-83-0148
Note—28p.
Pub Type— Guides - Non-Classroom (055) — Reports - Evaluative (142)
EDRS Pries - MP01/POIZ Plus Postage.
Descriptors—Administrative Change, "Administrators, "Community Centers, Contract Salaries, Cooperative Planning, Cost Effectiveness, Curriculum Development, Educational Improvement, Efficiency, Elementary Secondary Education, "Homework, "Public Schools, Reduction, "Homework, "Public Schools, Reduction, "Homework, "Public Schools, Reduction, "Homework and Services, Teacher Certification, Teacher Morale, "Teacher Recruitment This paper demonstrates how educators can improve student learning, increase resources available to schools, and make the teaching profession more attractive without spending additional tax funds. Section 1, "The School as Community Center," analyzes sharing school facilities with community or anizations and easing fiscal constraints through cost-sharing, "Attracting and Retaining the Best Teachers," section 2, calls for a multifaceted strategy, including measures to improve teacher morals and the creation of nontraditional teaching opportunities. Credentialing should be changed to attract unusually qualified people, even if only for temporary assignments. Contracting for specialized instructional services should be a common practice. Schools could cooperate with local industry to recruit outstanding teachers. Section 3, "Reducing the Number of Administrators," discusses the growth of administrators as a percentage of public school performance improves if resources are redirected away from administration and into the instructional program. Section 4, "More Challenging Homework," challenges teachers to treat homework as an integral part of curriculum. Without ost, educational effectiveness is achieved if homework is relevant to students' community life and is organized into group projects. References are included in each of the document's four sections. (CIH)

ED 276 117

Frels, Kelly Schneider-Vogel, Merri
The First Amendment and School Employees: A
Fractical Management Guide. How to Prevent
the First Amendment Case-Suggested Actions
and Forms Applying the First Amendment Standards to the School Environment.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date—36
Note—38.

Note—28p.

Available from—Publication Sales, National Organization on Legal Problems of Education, 3601

S.W. 29th, Suite 223, Topeka, KS 66614 (\$7.95 plus \$1.50 postage and handling, prepaid; actual cost of postage and handling will be added on

ed orders)

bilied orders).
Pub Type— Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Avail-

DRS Price - MF01 Plus Postage. PC Not Avail-able from EDRS.
- Descriptors—\* Administrator Responsibility, \*Con-flict Resolution, Constitutional Law, Court Litiga-tion, Educational Change, Elementary Secondary Education, Employer Employee Relationship, \*Freedom of Speech, Government School Rela-tionship, Legal Problems, Legal Responsibility, Personnel Management, \*School Law, \*School

Personnel Management, \*School Law, \*School Personnel Identifiers—\*First Amendment
This guide reviews legal standards inherent in the First Amendment and recommends management techniques that ensure employees' free speech rights while maintaining school efficiency. Section 1, "Introduction," presents an overview of the trend toward litigation in which public employees allege that school officials have violated First Amendment rights. "The First Amendment Standards in School Employment," section 2, applies Supreme Court holdings to the school environment. Section 3, "The Usual First Amendment Case," explores the reasons employees normally sue-perceived unfair or undignified treatment. "Preventing the First Amendment Case," section 4, recommends that officials avoid circumstances that lead to lawsuits. The section investigates leadership, employees' rights, evaluation and documentation, and the grievance process. Section 5, "Fotential First Amendment Piralls," evaluates problem areas in management decisions, including the chain of command and employee civil disobedience. "Evaluating and Executing Adverse Employment Decisions," section 6, reviews processes involved when a supervisor terminates an employee engaged in a free speech activity. Section 7, "Summary and Conclusion," suggests that administrators establish an environment of fair treatment and that supervisors respond immediately to employee needs. Three appendices are included (CIH)

ED 276 118

Sistrunk, Walter E.

Issues Impacting on Departments of Educational Administration: Some Possible Responses.

Pub Date—Aug 86

Note—9p. Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (40th, Flagstaff, AZ, Au-

Note—9p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (40th, Flagstaff, AZ, August 1986).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Academic Standards, \*Aging in Academia, \*College Faculty, \*Bducational Administration, Educational Change, \*Earollment Trends, \*Faculty Publishing, Financial Problems, Higher Education, \*Public Support, Publish or Perish Issue, Retrenchment

Colleges and universities are as vulnerable to change and public scrutiny as public schools. Many are experiencing hostile legislatures, meddling board members, loss of public confidence, reduced budgets, program changes, and alumni criticism. Colleges of education have responded to public scorn with massive program reforms; educational administration departments are eager to follow suit. This paper summarizes several issues facing educational administration departments and outlines some possible responses. An aging professoriste with few prospective high-quality replacements is one such issue. The solution might be providing on-site training for both school administrators and researcher-writers, since neither group usually possesses the other's skills and experience. The problem of declining enrollments (exacerbated by remanding recertification to local school districts or state boards of education) has no solution except school closure unless demand increases. To restore public confidence and adequate funding will require extensive curricular reform, outside funding sources, retrenchment, and other draconian measures. For "pro-active" board members and legislators the presenter suggests deucation ocurses in advisory behavior. To handle the most worrisome problem, practitioner criticism, will demand that departments of education administration listen to the criticism, find out what is causing the critical behavior, and find ways to seem relevant to practitioner. (MLH) ners. (MLH)

ED 276 119

EA 018 956

Self-Renewal for Self-Preservation.

Pub Date—Aug 86

Note—7p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (40th, Plagstaff, AZ, August 1986).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Pustags.

Descriptors—Behaviorism, "Behavior Modification, Elementary Secondary Education, "Individual Development, Inservice Teacher Education, "Job Satisfaction, "Motivation, "Professional Development, Professional Personnel, "Self Actualization

Identifiers—Herzberg (Prederick), Masslow (Abraham), "Professional Behavior, Theory X, Theory

ham), Professional Behavior, Theory X, Theory

ham), \*Professional Behavior, Theory X, Theory Y
This speech explores the concept of professional self-renewal. The presenter seeks to understand why some professional always seem fresh, energetic, and ready for new challenges, whereas others are perpetually tired, bored, and irritated with the demands of their work. Referring to McGregor's X people may find little satisfaction in their work and may perceive self-renewal as interference with their planned escape from work. Theory Y persona, on the other hand, probably find satisfaction both in their work and in self-renewal activities. The presenter views Maslow's hierarchy of needs theory in a behavioral context, recognizing that some individuals actions result from external stimuli, rather than from inner need. Externally motivated individuals might pursue mandated activities like inservice education only for self-preservation and gain little from it. Frederick Herzberg's theory of hygienic factors (involving the nature of work) may help explain why some people seek self-renewal and others avoid it. Those concerned with the work itself are renewing themselves whether working or playing. (MLH)

renewing themselves whether working or playing. (MLH)

ED 276 120

Sistrunk, Walter E.

Stadies of Supervisory Behavior.

Pub Date—Aug 86

Note—13p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (40th, Flagstaff, AZ, August 1986).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070).

EDRS Price - MF01/PC01 Plus Pestage.

Descriptors—Delphi Technique, Elementary Secondary Education, \*9to Satisfaction, Motivation, \*Principals, Professional Personnel, \*Supervisor, or Supervisors, Teacher Attitudes, \*Theory Practice Relationship

A series of supervisory behavior studies that began at Misaissippi State University in 1980 are summarized. The studies were instigated because of interest in effective supervision and dissatisfaction with an indepth literature search of supervision interestine effective supervision and dissatisfaction with an indepth literature search of supervision interesting in effective supervision seems of strugging with conventional theories of motivation and satisfaction, the theories of Prederick Herzberg and Thomas J. Sergiovanni were chosen as most applicable. The paper describes three instruments used in the studies: an ordinal scale, a semantic differential, and the Supervisory Behavior Description Questionnaire (SBDQ), recently developed for use with student teachers and their supervisory behaviors or their perceptions of various supervisory behaviors or their perceptions of various supervisory behaviors or their perceptions of collections and interpreting data shout supervisory behavior an collaborative management style for principals. The SBDQ is praised as an invaluable means of collecting and interpreting data about supervisory behavior. Twenty references are included. (MLH)

EA 018 959

Jakes, Haroid E.

The Effect of Public Participation and the Utilization of Third-Party Neutrals on the Reorganization of a Large Outario School System.

Pub Date—I Jun 86

Note—18p.; Paper presenting of the Paper Pa

ote—18p.; Paper presented at the Annual Meet-ing of the Canadian Society for the Study of Edu-

Cation (14th, Winnipeg, Manitoba, Canada, June 1-4, 1986).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MFDI/PCDI Plus Pestage.

Descriptors—Board of Education Policy, Consolidated Schools, Curriculum Design, Educational Change, Educational Facilities Planning, Educational Change, Educational Facilities Planning, Educational Policy, Elementary Secondary Education, Poreign Countries, Long Range Planning, Participative Decision Making, \*Policy Formation, \*Politics of Education, Public Opinion, Public Support, School Coing, \*School Community Relationship, \*School Organization Identifiers—Ontario, Third Party Evaluation This report analyzes the effect of public participation and the use of third party neutrals on recommendations for reorganization of a large Ontario school system. To reexamine the system, expand programs, and consolidate schools, the board of education community input before making recommendations and to allow intervention by six former school board chairmen acting as neutrals between the board and the community, the council solicited written responses from community members and held meetings. The report concludes that change is difficult for most community to council solicited written responses from community involvement in decisions that affect them is critical. Most communities view their achools and teachers positively and offer constructive solutions to problems. Delegations were well prepared in expression of their views. Communities spencrally believe that the methods helped to gain understanding of the educational system. When decisions were made to close schools or to consolidate programs, the public primarily had had its say, although several decisions were unresolved. The third party neutrals deflected public criticism sway from the elected trustees, and the former chairness were accepted as being knowledgeable, thereby removing some of the politics from the politics of education.

ED 276 122 EA 018 960

ED 276 122 EA 018 960

Jakes, Harold E.

A New School Board for the 80's?

Pub Date—80

Note—6p.

Journal Cit—Ontario Education; p2-6 Jan-Feb 1980

Pub Type—Reports - Descriptive (141) — Journal

Articles (080)

EDRS Price - MF01/PC01 Plus Pestaga.

Descriptors—Board Candidates, "Boards of Education, Elementary Secondary Education, Foreign

Countries, "French, Government Role, Government School Relationship, "Language of Instruction, Non English Speaking, Politics of

Education, Problems, "Regional Planning, State

Government, "State School District Relationship

Identifiers—"Francophone Education (Canada),

"Ontario, Ontario (Carleton), Ontario (Ottawa)

The government of Ontario (Canada) amounced,

in December 1979, its position on three major issues

of school governance currently in dispute in the

Ottawa and Carleton school systems. The first an
nouncement (overriding recommendations made in

1974 by the Mayo Commission and again in March

1979 in the government's "Education Green Pa
per") was that the present boundaries between the

two boards of education would remain the same.

This government position may, however, be tempo
rary, since shifting populations may necessitate fu
ture regionalization of school boards. The second

announcement was the appointment of a one-man

arbitrator between local school boards. The second

announcement was the appointment of a one-man

rabitrator between local school boards and the Min
istry of Education—step that could be seen as a way

for the government to exert pressure at the local

level. The third and most controversial announce
ment intends, instead, to establish clearly defined

English and French language "sections" on both the

Ottawa and Carleton school boards. The second

announcement was to deny the request by all four Ot
tawa-Carleton school boards for the creation of a

homogeneous French-language school board for the

region's 21,000 francophone students. The govern
ment intends, instead, to establish clearly defined

English and French

ED 276 123 EA 018 961 Jakes, Harold E.
The Question of Full-Time Trustees.
Pub Date—82 Note-6p.

Journal Cit-Ontario Education; p6-10 Mar-Apr 1982

1982
Pub Type— Reports - Evaluative (142)
EDRS Price - MF91/PC01 Plus Postage.
Descriptors—"Boards of Education, Compensation
(Remuneration), Conflict of Interest, Elementary
Secondary Education, Foreign Countries, "Government, Government School Relationship,
"Leadership Responsibility, "Policy Formation, School Community Relationship, Surveys,
"Trustees" Trustees

n-\*Ontario

\*\*Trustees Identifiers—\*\*Ontario

In light of issues surrounding control of local school boards in Ontario, Canada, this opinion survey of 197 board trustees was conducted to determine support for full-time trustee representation. Questionnaires—sent by stratified random sampling—solicited demographic, geographic, and personal information and sought trustees' opinions on whether they should serve their communities full-time. The researchers hypothesized that most trustees, who are elected, disfavor a full-time role and that those in support represent a vocal minority. Trustees in this minority have complained that control has been wrested from communities and that trustees lack time and adequate remuneration. Of 197 respondents, 86 percent disagree with the concept of full-time representation concept of full-time representation conteit time. Those desiring full-time representation cite time problems and complex bureaucracy. Primary support for full-time representation came from trustees of large urban school boards. Small or rural school boards do not offer support. Ninety-five percent who disagree emphasize that quality community representatives can be recruited, and 85 percent who disagree are employed full-time. Results confirm the hypothesis that a majority of Ontario trustees do not perceive that their role is to serve as full-time community representatives community r

ED 276 124 EA 018 962 Jakes, Harold E.
A Profile of Elected School Board Trustees in

Pub Date-82

Note-6p.

Journal Cit-Ontario Education; p22-26 Sep-Oct Pub Type- Journal Articles (080) - Reports - De-

1982
Pub Type—Journal Articles (080) — Reports - Descriptive (141)
EDRS Price - MP01/PC01 Plus Pestage.
Descriptor—Boards of Education, \*Demography,
Elementary Secondary Education, \*Ethnography,
Elementary Secondary Education, Ethnography,
Experience, Foreign Countries, Longitudinal
Studies, Needs Assessment, \*Profiles, Qualifications, Recruitment, \*Socioeconomic Background,
Socioeconomic Influences, \*Trustees
Identifiers—"Ontario
Although systematic astional surveys of the recruitment and personal profiles of school board
members are regularly conducted in the United
States, few demographic or ethnographic studies
have been conducted in Canada, in general, or in
Ontario, in particular. This paper reviews (1) the
brief history of school board recruitment and constituency in Ontario; (2) the limited literature available in this area; and (3) the findings of two research
studies that are part of the development of a longitudinal profile of Ontario school board trustees. A
historical overview shows that in Ontario, as in the
United States, upper and middle class domination of
educational governance has, for a variety of reasons,
existed since the pioneer period. Major conclusions
frawn from the itterature (Cistone 1974) and the
two research studies (Jakes 1977 and 1982) are as
follows: (1) although the majority of Ontario's employed citizens are found in the lower three accioeconomic groups, 75 percent of school board
members come from the upper three classes of Canadian society; (2) four out of five Ontario school
trustees are male; and (3) trustees' years of experience on the school board fall into quartiles, with a
turnover rate of 25 percent of the incumbents at
each election. Further study may be needed to determine the possible effects of a projected increase
in trustees' terms of office from 2 to 3 years. (IW)

EA 018 963 ED 276 125 Jake, Harold E.
Why Did They Run?
Pub Date—83
Note—69.
Journal Cit—Ontario Education; p18-22 Mar-Apr

Pub Type— Reports - Descriptive (141) — Journal Articles (080)

EDRS Pries - MF01/PC01 Plus Postage.
Descriptors—Attitudes, Background, \*Board Candidates, \*Boards of Education, Decision Making, Demography, Elementary Secondary Education, Foreign Countries, \*Motivation, \*Politics of Education, \*Profiles, Public Opinion, School Community Relationship, \*Trustees
Identifiers—\*Ontario, Ontario (Carleton), Ontario (Ottawa)

mity Relationship. \*Trustees Identifiers—\*Ontario, Ontario (Carleton), Ontario (Ottawa)
The 1982 achool board elections in the geographical and political Ottaws-Carleton (Ontario) regions gave rise to a record number of new candidates for election to the two public and two separate school boards that comprise the region. This paper examines some of the reasons for the dramatic increase and develops a profile of their characteristics. Results of an interpretative-theoretical type of qualitative analysis show that neither proposed increases in honoraria nor changes in the term of office (from 2 to 3 years) were factors in candidates' decisions to run. Major concerns and predominant issues which affected their candidacy, in rank order, were: (1) lack of communication by the boards, (2) monetary and taxation concerns, (3) school closures, (4) special education, (5) quality education, and (6) public funding of Catholic education, Many new candidates were deeply concerned with the impersonal community relations of large, bureaucratic school systems and school boards' appointed officials. A great majority of the new candidates came from the upper three classes of society, held at least one university degree, had close associations with education, and had been politically active in the past in some community group or organization. Nine references are appended. Two tables and one figure are included. (IW)

ED 276 126

Jakes, Harold E.

School Closure Policy in Ontario.
Pub Date—84

Note—6p.; Synopsis of a paper presented at the
Annual Meeting of the American Educational Research Association (Montreal, Canada, April Journal Cit—Ontario Education; p18-22 Mar-Apr 1984

Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070) — Reports - Research

(143)

EDRS Price - MF01/PC01 Plus Pestage.

Descriptors—Administrators, "Boards of Education, Change Strategies, Criteria, Decision Making, "Declining Enrollment, Elementary Secondary Education, Foreign Countries, Organizational Change, "Policy Formation, "Politics of Education, Program Implementation, Research Needs, "School Closing, School Community Relationship, School Districts, State School District Relationship
Identifiers—"Ontario

Relationship Identifiers—"Ontario In contrast to the problems and policies of school boards of the 1950's and 1960's, when school enrollments increased at an unprecedented rate, the problems of school boards in the 1970's became those of retrenchment. Responding to the issues of declining enrollments and fiscal restraints, the Ontario Ministry of Education in 1981 required every school board in the province to develop, approve, and publicize a school closure policy for use within its jurisdiction. This document reports on a study of the 98 resulting school closure policies to determine (1) the retreat factors influencing the decisionmaking, (2) the internal factors influencing the decisionmaking, and (4) the implementation of the plans themselves. The study also incorporated the data into a model depicting the process of school closure decisionmaking employed by Ontario school boards. After a description of the theoretical rationals and methodology of the study, the document presents the findings of three stages of the study; study and review, decisionmaking, and implementation. Most policies were very complete in stage 1, less complete in stage 2, and relatively incomplete in stage 3, indicating a need for further research of both successful and unsuccessful decision and implementation strategies. (IW)

EA 018 965

ED 276 127

Jakes, Harold E
How Successful Was Their First Year as New School Board Members?

Pub Date—84 -6p.; Paper presented at the Annual Meeting ne American Educational Research Association (65th, New Orleans, L.A., April 23-27, 1984). Journal Cit—Ontario Education; p3-7 May-Jun 1984

1984 Type— Journal Articles (080) — Speeches/Meeting Papers (150) — Reports - De-scriptive (141) EDRS Price - MP01/PC01 Plus Postage.

DRS Price - MP01/PC01 Plus Postage.

Descriptors—Board Administrator Relationship,

Board Candidates, \*Boards of Education, Elementary Secondary Education, Poreign
Countries, \*Interprofessional Relationship, Motivation, Political Campaigns, Political Socialization, \*Politics of Education, Profiles, Robertics of Education, Profiles, Robertics of Education, Profiles, Robertics, \*Politics of Education, Profiles, \*Politics of Education, \*Politics

(Ottawa)

Identifiers—"Ontario, Ontario (Carleton), Ontario (Ottawa)
One year after the 1982 school board elections in the Ottawa-Carleton (Ontario) region, an indepth followup study was conducted of the 25 new board members to determine: (1) the nature of their election strategies; (2) the degree of their success in implementing election promises; (3) the degree of their socialization during the first year in office by role expectation, experienced school board members, and the administration; and (4) what communication links had been established with the community, ministry of education officials, interest groups, municipal politicians, and members of the provincial legislature. The interview schedule was developed after a review of recent Canadian studies of school board member. This paper reports, in detail, the many factors contributing to success of board members in each of the areas of inquiry. New board members speared, as a group, to be considerably well organized, politically astuck, highly motivated, and willing to spend monies to get elected. Most were able to demonstrate successful implementation of some campaign promises (described in rank order of popularity); most demonstrated ocphistication; and most placed a high priority on improving and continuing communication with the electorate. (IW)

ED 276 128 EA 018 967

electorate. (TW)

ED 276 128

Carus. M. Blouke
Introductory Remarks (Symposium on State
Institutives for Textbook Reform).
Pub Date—19 Apr 86
Note—7p.; Paper presented at the Annual Meeting
of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Poetage.
Descriptors—Cooperative Planning, \*Carriculum
Development, \*Educational Cooperatioe, \*Educational Improvement, Elementary Secondary
Education, Instructional Effectiveness, \*Instructional Materials, School District Spending, State
School District Relationship, \*Textbook Evaluation, Textbook Research, Textbook Selection
Because textbooks are essential instructional
tools, they should play a major role in educational
reform for excellence. Despite improvements in response to ethnic and women's movements, deterioration in textbook quality has occurred through
competition for markets. Former Secretary of Education Terrel Bell observed in 1984 that educators
should join together to pressure publishers for improved clasaroom products. Bell noted that up to 95
percent of classroom instruction is based on textbooks and related materials. Judgments about what
to teach are particularly relevant for large school
systems, which have high pupil mobility and an increasing problem of inadequate teacher preparation.
Textbooks cost schools only about 0.6 percent of
their budget, but sufficient time or resources often
are not allowed for textbook adoption committees
to make informed judgments about the textbook
they select. To improve quality, a consensus should
be reached among the major constituencies involved in curriculum decisions, including subject
matter specialists, state policymakers, national leaders, textbook publishers, and teacher educators.
Task forces comprised of members from each group
should be formed to refine subject core curriculum.
States should increase information to districts about
textbook adoptions so

ED 276 129
Wollinger, Michael G.
The Perceived Problems of First Year Teachers and Levels of Job Pacet Satisfaction.
Pub Date—86
Note—57p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (14th, Winnipeg, Manitoba, Canada, June 1-4, 1986).

ing of the Canadian Society for the Study of Education (14th, Winnipeg, Manitoba, Canada, June 1-4, 1986).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Beginning Teachers, Educational Policy, Elementary Education, "Elementary School Teachers, Foreign Countries, "Job Satisfaction, Occupational Surveys, Organizational Climate, Resource Allocation, "Rural Urban Differences, "Sex Differences, Tables (Data), Teacher Attitudes Ildentifiers—"Manitoba

The experiences of beginning teachers (female and male teachers in urban and rural areas) in Manitoba are examined in this study. Questionnaires were mailed to the approximately 300 beginning teachers identified. The 148 who responded constitute the sample: 107 females—61 at urban schools, 46 at rural schools; and 41 males—32 at urban schools, 46 at rural schools; and 41 males—32 at urban schools, and 39 at rural schools. The study focused on three aspects of the beginning teachers' experiences: (1) their expressed concerns, (2) job facet satisfaction, and (3) the relationship between expressed concerns and perceived job facet satisfaction. The questionnaire data were subject to varimax rotation factor analysis in order to determine the array of factors and distribution of dimensions of both expressed concerns and presented in 14 tables. The questionnaire items are listed in the text. Arising from this study is tems are listed in the text. Arising from this study is tems are listed in the text. Arising from this study is tems are listed in the text. Arising from this study is tems are listed in the text. Arising from this study is tems are listed in the text. Arising from this study is mean and term planning and the study are discussed in the text and presented in 14 tables. The questionnaire items are listed in the text. Arising from this study is described by the prices of classroom management and discipline, classroom organization, time management, curriculum adaptation and organization, short-t

ED 276 130

Dempay, Richard A.
The Trauma of Adolescent Suicide: A Time for Special Leadership by Principals.
National Association of Secondary School Principals, Reston, Va.
Pub Date—86
Note—25p.
Available from—Publication Sales, National Association of Secondary School Principals.

(ote—23p., variable from—Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (Stock No. 210-861); \$4.00 plus \$1.00 shipping and handling; quantity discounts; orders of \$15.00 or less

sociation Drive, Reston, VA 22091 (Stock No. 210-8615; \$4.00 plus \$1.00 shipping and handing; quantity discounts; orders of \$15.00 or less must be prepaid).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Avaliable from EDRS.

Descriptors—\*Administrator Responsibility, Adolescents, "Cooperative Planning, Elementary Secondary Education, Needs Assessment, Parent Participation, Parent School Relationship, Prevention, Student Needs, "Student Problems, "Student School Relationship, "Suicide This monograph provides principals and school officials with information about coping with adolescent suicide. Section 1, "Introduction," discusses the uncomfortable nature of the topic, cites statistics, and recommends that preventive programs be developed. Section 2, "Causes of Suicide," analyzes stress and depression among youth and suggests that adults become aware of symptoms. "Myths about Suicide," section 3, dispells eight myths, including: (1) Those who openly talk about suicide never commit it; (2) there are suicidal-type people; (3) suicidal people are completely intent on dying; and (4) suicide victims are always mentally ill or psychotic. Section 4, "Warning Signs," discusses clues that are verbal, behavioral, and situational in nature. Prevention techniques involve questions that school officials can ask to gain further insight. "Alienation from the Family," section 5, briefly interprets the effect of family changes upon young people. Section 6, "Prevention," recommends that schools form crisis and study teams, increase staff awareness, initiate parent and health programs, and

develop a student peer helping program. Section 7, 
"What If Tragedy Occurs," presents plans for 
schools to respond to a suicide, including support 
activities by the principal. "Afterthoughts," section 
8, recommends that principals understand the repercussions of suicide among others and upon them-

ED 276 131

Marshall, D. G. Ed. Newton, E. H., Ed.
The Professional Preparation and Development of Educational Administrators in Commonwealth Developing Areas. A Symposium (Barbados, August 26-30, 1985).

Spons Agency—Caribbean Society of Educational Administrators (Barbados); Commonwealth Council for Educational Administrators, Armidale (Australia).

Pub Date—Aug 85

Note—302p; Also sponsored by the Faculty of Education, University of the West Indies. For individual papers, see EA 018 976-989.

Pub Type— Information Analyses (070) — Collected Works - Proceedings (021)

EDRS Price - MP01/PC13 Plus Peetsage.
Descriptors—Administrator Education, Administrator Role, "Developing Nations, "Educational Administration, Educational Needs, Foreign Countries, Influences, Management Development, National Programs, Organizational Theories, Sex Bias Identifiers—British Commonwealth, Canada, "Caribbean, India This document comprises 14 presented papers and related conference materials from a symposium on the Professional Preparation and Development of Educational Administrators in Development of Educational Administrators in Development of Educational Administration in General": "Education and Dependence: Implications for Educational Administration in General": "Education and Dependence: Implications for Educational Administration in Italia America and the Caribbean," by Benno Sander, "Assessing Effectiveness in the Field of Professional Preparation of Professional Preparation of Canada Administration in Developing Areas," three papers were presented: "Graduate Programmes in Educational Administration in Developing Areas," three papers were presented: "Graduate Programmes in Educational Administration in Developing Areas," three papers were presented: "Graduate Programmes in Educational Administration in Developing Areas," three papers were presented in this area: "Towards and Graduational Administration in Developing Areas," by Usha Nayar. The third area of focus was "Educational Administration in Developing Areas," by Usha

ED 276 132

EA 018 976

Sander, Benno
Education and Dependence: Implications for Educational Administration in Latin America and the Caribbeau.
Pub Date—Aug 85
Note—24p.; In: The Professional Preparation and Development of Educational Administrators in Commonwealth Developing Areas. A Symposium

(Barbados, August 26-30, 1985); see EA 018 975. Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150) EDRS Price - MP01/PCD1 Plus Postage.
Descriptors—"Comparative Education, Developed Nations, "Developing Nations, Educational Administration, Foreign Countries, Hidden Curriculum, International Relations, Power Structure, "Social Theories, Sociology (Identifiers—Caribbean, "Cultural Dependency, Latin America
This paper examines the role of comparative education from the perspective of the dependent society, with particular attention to Latin America and the Caribbean. The paper starts by comparing the theories of dependence developed in both dominant and dependent societies. The Marxist theory and the liberal, "developmental" theories that are current in dominant western societies are contrasted with the structural theories more recently expressed by Latin American social scientists. The paper then looks spacifically at the application of the theory of dependence to education, a development that has sparked increasing international interest. The work of two Latin American scholars, Preire and Berger, is emphasized. The paper then reviews the schools of administrative thought dominating Latin American cunctional administration since colonial times, including juridical, business, behavioral, and sociological approaches. According to the paper, the consequences of the Western European and colonial influences have been to leave Latin American countries saddled with formal educational structures that are inappropriste to national needs. Finding more appropriste educational forms will require abandoning both old and new imported ideas while developing new, autochthonous forms to replace them. (PGD)

them. (PGD)

ED 276 133

BA 018 977

Mulford, Bill

Amousing Effectiveness in the Field of Professional
Proparation Programmes in Educational Administration.

Pub Date—Aug 85

Note—25p.; In: The Professional Preparation and
Development of Educational Administrators in
Commonwealth Developing Areas. A Symposium
(Barbados, August 26-30, 1985); see EA 018 975.

Pub Type—Information Analyses (070) —
Speeches/Meeting Papers (150)

EDRS Price - MPUI/PCUI Plus Prostage.
Descriptors—Administrator Education, Adult
Learning, Check Lists, Course Content, Developing Nations, Educational Administration, Group
Dynamics, Grouping (Instructional Purposes),
Higher Education, "Program Effectiveness, Program Evaluation, Relevance (Education), Student
Characteristics, Student Evaluation, Teaching
Styles

Characteristics, Student Evaluation, Teaching Styles
Several factors to take into account when assessing the effectiveness of programs for teaching educational administration are reviewed in this paper. Three of these factors relate to those engaged in learning: their stages of individual development, their tendency toward initial dependence, and their needs to master and to belong. Three more factors relate to the setting in which the learning takes place: the use of student assessment, the grouping of students from disparate backgrounds (including different educational organizations), and the dynamics of group teaching. The last two factors considered in the paper relate to course content: first, the goodness of fit between the teaching styles adopted and the learning objectives sought, and second, the effectiveness of the different degrees and types of "reality" of the content, particularly in light of the level of economic development of the countries from which the students come. A 19-item checklist based on the paper's conclusions regarding these factors is provided as a tool for use in assessing program effectiveness. (PGD)

ED 276 134 EA 018 978

ED 276 134 EA 018 978
Riffel J. Anthony
The Study of Educational Administration: A Developmental Point of View.
Pub Date—14 Jun 85
Note—22p.; In: The Professional Preparation and Development of Educational Administrators in Commonwealth Developing Areas. A Symposium (Barbados, August 26-30, 1985); see EA 018 975.
Pub Type—Opinion Papers (120) — Information Analyses (070) — Specches/Meeting Papers (150)
EDRS Price - MPUL/PCB1 Plus Postage.

EDRS Price - MF01/PC01 Plus Postage.

escriptors—Cultural Influences, Developed Na-tions, Developing Nations, "Development, "Edu-cational Administration, "Educational Philosophy, Ethics, Higher Education, Improve-ment, "Intellectual Disciplines, Western Civiliza-

Philosophy, Ethics, Higher Education, Improvement, \*Intellectual Disciplines, Western Civilization
This paper presents arguments for the notion that as a field of study, educational administration is necessarily undergoing change and development within the context of the culture in which it is being studied. For this reason the paper concludes that the field cannot justifiably be viewed as producing conclusive end products (rules for effective administrative procedure) that can be transferred to other organizational and cultural settings. The paper begins with a brief, fictional dialogue that clarifies the different perspectives of those seeking the growth of educational administration in their own developing nations and those visiting these nations as experts from more developed countries. The problematic aspects of the application of the concept of "development" to the field of educational administration are introduced next, in the context of historical and cultural trends. Reflection on these factors leads to the conclusion that challenges to the West's prevailing theory regarding educational administration must be welcomed and all issues must be debated vigorously. The paper concludes by examining the debate's ramifications in terms of the roles in educational administration of reflection, chiics, and morality on one hand, and of action, authority, and the use of power on the other. (PGD)

ED 276 135

ED 276 135

EA 018 979

ED 276 135

Filliams, Gwendoline

The Case Method: An Approach to Teaching and Learning in Educational Administration.

Pub Date—Aug 85

Note—31p.; In: The Professional Preparation and Development of Educational Administrators in Commonwealth Developing Areas. A Symposium (Barbados, August 26-30, 1985); see Ed. 018 975.

Pub Type—Information Analyses (070) — Reports—Evaluative (142) — Speeches/Meeting Papers (150) (150)

(150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Administrator Education, "Case Studies, Educational Administration, Higher Education, Instructional Effectiveness, "Teaching Methods

methods a teaching and learning strategy in in-structional systems geared toward the training of personnel for the administration of various aspects structional systems geared toward the training of personnel for the administration of various aspects of educational systems. The core argument in the presentation is that the case method (introducing problematic real world cases for mutual examination and resolution by teachers and students) provides the trainer with a real opportunity to help the learner become self-directed during the instructional process. The curricular goal of turning theory into practice is also achieved. The paper defines the case method, lists the necessary features of a case, reviews the history of the use of the method, discusses the curricular justification for using the method in the context of educational administration, notes the method's values for the learner, considers some practical concerns from the teacher's perspective, and offers some instructional hints and examples of practice. The paper concludes that while using the method requires training, skill, and preparation by both teachers and students, it can prove very valuable under the right conditions. Appendixes compare conceptions of the curriculum, pendizes compare conceptions of the curriculum, list key issues in organizational behavior in educa-tional settings, and present a case cited as an exam-ple in the text. (PGD)

ED 276 136 EA 018 980

ED 276 136

Glembo, Jotham Ombisi
Graduate Programmes in Educational Administration: The Commonwealth Caribbean and Africa.
Pub Date—Aug 85
Note—12p.; In: The Professional Preparation and Development of Educational Administrators in Commonwealth Developing Areas. A Symposium (Barbados, August 26-30, 1985); see EA 018 975.
Pub Type—Reports - Descriptive (141) — Information Analyses (070) — Speeches/Meeting Papers (150)

(150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—\*Administrator Education, Course Content, Degree Requirements, "Developing Nations, Doctoral Programs, Foreign Countries, "Graduate Study, Higher Education, Masters

Identifiers—\*Africa, \*Caribbean

The availability and characteristics of graduate programs in educational administration offered by universities in African and Caribbean countries because the Commonwealth are summarized in programs in educational administration offered by universities in African and Caribbean countries belonging to the Commonwealth are summarized in this paper. The programs reviewed are offered by universities in the West Indies, Guyana, Zimbabwe, Tanzania, Kenya, and Nigeria. The paper notes that most of the programs are of very recent origin and are still undergoing significant changes in their organization and requirements. The paper outlines the history of the programs in general, citing specific programs as examples rather than discussing each individually. The characteristics typically found in the programs are reviewed, including size, admission requirements, degree requirements, and course content. The paper also comments both on the need for such graduate programs given the state of development of the conomies in the countries concerned, and on the potential value of student exchanges among Third World universities offering the programs. Appendixes describe the courses of study in two specific programs: that leading to a Master of Education in Administration and Planming at Bayero University in Nigeria, and that leading to a Certificate in Educational Management and Administration at the University of the West Indies, Cave Hill. (PGD)

ED 276 137 EA 018 98
Rodwell, Susie Hurst, Paul
Learning Resources for the Professional Development of Educational Administrators in the Third
World. EA 018 981

World.

Pub Date—Aug 85

Note—37p.; In: The Professional Preparation and
Development of Educational Administrators in
Commonwealth Developing Areas. A Symposium
(Barbados, August 26-30, 1985); see EA 018 975.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

Commonweatin Developing Areas. A symposium (Barbados, August 26-30, 1985); see EA 018 975. Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Pits Postage.
Descriptors—"Administrator Education, "Developing Nations, Educational Administration, 'Educational Media, 'Educational Needs, Higher Education, "Material Development
This paper presents selected findings from 3.5 years of a research project funded by the Overseas Development Administration of the United Kingdom and entitled "Training Third World Educational Administrators—Methods and Materials." The report looks first at recent interest among Third World Countries in the training of educational administrators, then notes a number of problems areas that will need to be addressed if new training initiatives are to have a significant impact. One critical issue discussed is the lack of training materials. The report provides an overview of the methods and materials currently used and discusses materials developed during the research project are described and findings from the field trials are reviewed. The report concludes by synthesizing the information gathered to provide generalizable conclusions concerning learning resources for the professional development of educational administrators in the Third World. The main conclusion of the report is that those training the administrators must themselves be properly trained in the use of the methods and materials currently available or being developed, and that ministries of education must take steps to ensure the adequate funding of this required training as well as for material development itself. (PGD)

ED 276 138 EA 018 982 Nayar, Usha Women in Educational Administration in the Third World-The Indian Case.

World-The Indian Case.

Pub Date—Aug 85

Note—28p.; in: The Professional Preparation and Development of Educational Administrators in Commonwealth Developing Areas. A Symposium (Barbados, August 26-30, 1985); see EA 018 975.

Charts have cropped pages.
Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MP0L/PO22 Plus Postage.
Descriptors—\*Administrator Characteristics, Administrator Education, \*Administrators, Developed Nations, \*Developing Nations, Educational Administration, Foreign Countries, Postsecondary Education, Foreign Countries, Postsecondary Education, Sex Discrimination, Sex Role, \*Women Faculty Identifiers—"India

This paper reports the extent to which women

participate and take leadership roles in educational administration in India, and looks at the impact of social and political forces affecting their participation. The participation of women in labor and management in developed and developing nations is reviewed to provide a broader context in which to view the Indian situation. The paper next discusses historical trends and regional differences, noting particularly the impact of the sexual desegregation of educational systems in many Indian states and of continued segregation in others. The paper then profiles the typical Indian woman administrator, describing her social origins, status mobility, occupational role commitment, role conflict, role performance, and career aspirations. Professional preparation and career development opportunities for women educators are also examined. In conclusion, the paper points out the significant changes that must be made before sex equity will be attained. Charts display changes in the economic roles played by women in the developed and developing nations; certoffication and the control of the paper points out the significant changes continued that the state of the seconomic roles played by women in the developed and developing nations; certoffication and the seconomic roles played by women in the developed and developing nations; certoffications are also examined and the seconomic roles played by women in the developed and developing nations; enrollment ratios by sex and percentages of female teachers in Third World countries; and increases in female enrollment in India between 1950 and 1980. (PGD)

ED 276 139 EA 018 983 Davies, Lynn
Towards a Gender-Inclusive Theory of Educational
Administration.
Pub Date—Aug 85

Administration.
Pub Date—Aug 85
Note—16p.; In: The Professional Preparation and Development of Educational Administrators in Commonwealth Developing Areas. A Symposium (Barbados, August 26-30, 1985); see EA 018 975. Pub Type—Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (140).

- Res (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Characteristics, Administrator Education, Administrator Qualifications, Administrator Role, \*Developing Nations \*Educational Administration, \*Organizationa Theories, \*Sex Bias, Sex Differences, Teacher At the Company

Theories, \*Sex Bias, Sex Differences, Teacher Attitudes

The overrepresentation of men in educational administration may be a result of inappropriate attempts to replicate in education the organizational structures of noneducational enterprises rather than a result of women's interests in or capabilities for administration. This paper opens with a description of the "critical theory" of educational administration that is increasingly challenging the suitability of applying concepts of scientific management to education. Although it may be too late to avoid the application to education in Western societies of organizational theories developed through the study of male-dominated organizations within the larger male-dominated organizations within the larger male-dominated organization of educational administration—in the Third World. The paper next reports on a research effort to determine the gender-related attitudes of men and women educators in developing countries. The need to characterize sex-related differences neutrally is emphasized. The paper then considers the criteria that would be appropriate to an unbiased management model and proposes a holistic model that meets the criteria. The model supports training all teachers for management and suggests accounting for the manager's life off the job. (PGD)

ED 276 140 EA 018 984

ED 276 140 EA 018 984
Newton, E. H.
Critical Issues in the Professional Preparation and
Development of Educational Administrators in
Developing Areas.
Pub Date—Aug 85
Note—12p.; in: The Professional Preparation and
Development of Educational Administrators in
Commonwealth Developing Areas. A Symposium
(Barbados, August 26-30, 1985); see EA 018 975.
Pub Type—Opinion Papers (120) — Speeches/
Meeting Papers (150) — Information Analyses
(070)

(070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Administrator Education, Administrator Qualifications, \*Developing Nations, \*Educational Administration, Educational Improvement, Educational Needs, National Pro-

grams
The importation into developing countries of theories and models of educational administration used in developed nations appears untenable for seve reasons, according to a review of the literature in

light of issues raised by T. Greenfield. The field of educational administration in developing countries remains incompletely defined, making it difficult to assess the applicability of any theories or models. To finalize a definition, developing countries must identify their national goals, determine how education can play a role in achieving those goals, and then create administrative structures and administrator training programs that are suited to these educational ends. The qualifications for administrators must be established and programs devised to provide appropriate training in technical, human relations, and conceptual and analytic areas. Elementary research will be required to determine the current status of programs so that appropriate plans for change can be made. (PGD)

ED 276 141

EA 018 985

plans for change can be made. (PGD)

ED 276 141

EA 018 985

Marshall, D. G.

The Delivery of Professional Preparation and
Development Programs for School Administrators: The Commonwealth Caribbean.

Pub Date—Aug 85

Note—25p; In: The Professional Preparation and
Development of Educational Administrators in
Commonwealth Developing Areas. A Symposium
(Barbados, August 25-30, 1985); see EA 018 975.

Pub Type— Information Analyses (070) —
Speeches/Meeting Papers (150)

EDRS Price - MFDI/PCDI Plus Postage.
Descriptors—"Administrator Education, Administrator Role, Case Studies, Developed Nations,
Developing Nations, Educational Administration, Foreign Countries, Higher Education, Inservice Education, "Management Development,
Professional Continuing Education, Specialists
Identifiers—British Commonwealth, Canada, Caribbean, "Manitoba
This paper explores certain dilemmas in the professional preparation of school administrators, particularly in developing nations. The paper begins by
reviewing the issue of specialist preparation and development for educational administrators, examining arguments for and against specialist training. A
discussion of the extent of Canada's commitment to
professional training for educational administrators. Adiscussion of the extent of Canada's commitment to
professional training for educational administrators. This
framework hinges on the establishment of a strong
link between the purposes of and the delivery methods for professional training. The framework assumes the existence of a continuum of skills
important to administrators, the need to assess an
administrator's progress along the continuum, and
the need to develop preservice and inservice programs that take both the skills to be taught and the
skills and inservice programs on skills for
handling problems developing in practice, the traditional content of such programs is usually the reverse, as a discussion of Manitoba's system
illustrates. The paper concludes by applying these
observations to the unique situation fo

ED 276 142

EA 018 986

ED 276 142

EA 018 986

Miller, Errol

Nature and Needs of Educational Administration
in the Commonwealth Caribbeas.

Pub Date—Aug 85

Note—14p; In: The Professional Preparation and
Development of Educational Administrators in
Commonwealth Developing Areas. A Symposium
(Barbados, August 26-30, 1985); see EA 018 975.

Pub Type—Information Analyses (070) —
Specches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Administration, Foreign Countries, Needs Assessment, \*Political Infuences.

\*Socioeconomic Influences
Identifiers—British Commonwealth, \*Caribbean
Education in general and educational administration in particular are functions of the interplay of social, political, and economic forces operative in society. Although the Commonwealth Caribbean
consists of 16 unique and sovereign nations, these nations are sufficiently similar socially, culturally, politically, and economically to permit this paper's examination of educational administration in the region as a whole. The paper begins by describing broadly the political, social, and economic forces at work in the region. Among the major themes are liberation, production, pacification, social stratifica-

tion, culture and socialization, and financial support for education. Common traditions in educational administration are reviewed next, including inservice "apprenticeship" for administrators, he administrator's roles as community leader and social role model, the autonomy of administrators, and central control of administration. Given these factors, certain specific needs of educational administration in the region can be identified, including the need for a thorough and complete description of the current state of the field, the need to develop theory suitable to the situation identified, the need to test the theory thus developed, and finally, the need to act on the results of this process rather than prior to careful study. (PGD)

ED 276 143

EA 018 987

ED 276 143

ED 076 143

ED 076 143

EA 018 987

Goodridge, Rudolph V.

The Professional Preparation of Senior Education
Administrators in the Caribbean Context.

Pub Date—Aug 85

Note—12p.; In: The Professional Preparation and
Development of Educational Administrators in
Commonwealth Developing Areas. A Symposium
(Barbados, August 26-30, 1985); see EA 018 975.

Pub Type—Reports — Descriptive (141) —
Speeches/Meeting Papers (150) — Historical
Materials (060)

EDRS Price - MFD1/PC91 Plus Postage.

Descriptors—Administrator Characteristics, \*Administrator Education, \*Administrator Qualifications, "Administrator Role, Administrators,
"Developing Nations, "Educational Administration, Foreign Countries, National Programs, Regional Characteristics

Identifiers—British Commonwealth, \*Caribbean
This paper outlines the historical evolution of the
post of Chief Education Officer in the education
systems of the English-speaking Caribbean, looks at
the demands placed on office holders over the last
several years, and, against this background, suggests
areas in the preparation of senior educational administrators that seem to merit attention in the foreseeable future. The historical review reveals that
during the development of Ministries of Education
in the Caribbean nations differences emerged in the
roles of Chief Education Officers related to policy
formation and decision making. Profiles of Chief
Education Officers on the definition
of their roles. The growing social and political demands on these administrators have further affected
their roles. These factors make the complete professional preparation of Chief Education of Chief education based
on the pragmatic requirements of evolving conditions should also be available to these administrations, Political deconomic, and social
forces and goals; knowledge of communications and
human relations; and thorough training in supervision and management. Continuing education based
on the pragmatic requirements of evolving conditions should also be available tors. (PGD)

EA 018 988

ED 276 144 EA 018 98
Heuvel, John W.
Management Information Systems as a Tool for
Educational Administrators in the Common-wealth Caribbean.

Educational Administrators in the Commonwealth Caribbean.
Pub Date—Aug 85
Note—19p.; In: The Professional Preparation and Development of Educational Administrators in Commonwealth Developing Areas. A Symposium (Barbados, August 26-30, 1985); see EA 018 975.
Pub Type—Reports - Evaluative (142) — Specches/Meeting Papers (150)
EDRS Price - MFDI/PCDI Plus Postage.
Descriptors—Administrators, Databases, Developing Nations, Educational Administration, Foreign Countries, Information Needs, "Management Information Systems, Program Implementation Identifiers—Caribbean This paper introduces the essential concepts underlying management information systems (MIS) from the managerial perspective, then outlines a form of MIS design and implementation that may be attainable in a Caribbean educational setting. The growing importance of information and the increasing need to amass thorough information for decision making are noted first. The paper then proposes using MIS to improve accountability, with the goal of improving the administrator's shilly to defend budgets and demand autonomy. The capabilities of simple data banks and more advanced systems are discussed next, with particular reference to the needs of educational administrators. The vital role

of top management in supporting the implementa-tion and acceptance of MIS is asserted in the next section of the document. The paper then goes on to stress the need for adequate MIS management and to list the basic functions of the MIS within individ-ual institutions. The paper concludes by noting the likelihood that MIS will only increase in value and complexity. Appendixes show kinds of information that systems can make available and detail vital steps in MIS implementation. (PGD)

ED 276 145

EA 018 989

steps in MIS implementation. (PGD)

ED 276 145

EA 018 989

Layne, Anthony

Sociological Issues in the Preparation of Educational Administrators in Developing Areas with Special Reference to the Caribbean.

Pub Date—Aug 55

Note—14pt, in: The Professional Preparation and Development of Educational Administrators in Commonwealth Developing Areas. A Symposium (Barbados, August 26-30, 1985); see EA 018 975.

Pub Type—Information Analyses (070) —
Speeches/Meeting Papers (150)

EDBS Price - MF91/PC01 Plus Postage.

Descriptors—Administrators, "Developing Nations, "Economic Development, "Educational Administration, Foreign Countries, Geographic Regions, "Politics of Education, "Power Structure," Regional Characteristics

Identifiers—British Commonwealth, "Caribbean This paper examines two fundamental and related issues in the preparation of educational administrators in developing nations, and particularly in the Commonwealth Caribbean. These two issues are educational administration's relationship to regional development and its relationship to the unequal distribution of power. The first section of the paper questions conventional effinitions of development, including the notion that only nonindustrialized countries should be classified as "development, including the notion that only nonindustrialized countries should be classified as "development, including the notion that only nonindustrialized countries should be classified as "development, including the notion that only nonindustrialized countries should be classified as "development, including the notion that only nonindustrialized countries should be classified as "development, including the notion that only nonindustrialized countries about be classified as "development, including the notion that only nonindustrialized countries about be classified as "development, including the notion that only nonindustrialized countries about be classified as "development, including the notion that only nonindustrialized countries about be continuated that there are devel

ED 276 146 EA 018 99

Chacation Proposals for Reform: General, University, and Tertisry (Vocational, Technical and Professional). EA 018 990

asty, asd Tertiary (Vocational, Technical and Professional).
Ministry of Education (Sri Lanka).
Pub Date—81
Note—549.
Pub Type—Reports - Research (143) — Legal/Legislative/Regulatory Materials (990)
EDRS Prics - MF01/PC03 Plan Postage.
Descriptors—Administrative Change, Administrative Organization, Administrative Policy, "Board of Education Policy, Educational Improvement, Educational Change, "Educational Improvement, Educational Policy, Elementary Secondary Educations, Government School Relationship, "Instructional Program Divisions, Planning, Policy Formation, Postecondary Education, "School Organization, Teacher Education, "Teacher Improvement, Universities, "Vocational Education
Education.

\*\*Sci Lanka\*\*

\*School Organization, Jessens: \*Vocational Education Education Identifiers—\*Sri Lanks

The present Sri Lanks system of education and training (the school sector, the university sector, and the sector of vocational/techni:al education and training) has many weaknesses. In response to this situation, the Government of Sri Lanks appointed three committees to study and report on general education, tennical education, and national apprenticeship training. This document contains the proposals submitted by the three committees as the result of their research and deliberations. Under the reform proposals, the new system of education will consist of three distinct segments: (1) a school system to provide general education; (2) a university system; and (3) a tertiary education system. The

main objectives for these suggested changes, a de-scription of the nature of the changes, and the re-quirements and policies outlined in the proposals are contained in the document. Other reform pro-posals included in the document cover areas of (1) education policy and organization; (2) school ad-ministration; and (3) the teaching profession. Ap-pendices include (1) a summary of recommendations and (2) information about the three committees (their membership and their terms of reference). (IW)

ED 276 147

EA 018 991

Fernando, Neil
Many Voices, Many Needs. A Study of Tasks,
Problems, Needs, and Role Perceptions of Education Managers.
Ministry of Education (Sri Lanks).
Pub Date—Aug 84
Note—123p.; Some pages contain light, broken

Numery of Education (St. Lanks).

Pub Dais—Aug 34

Note—123p.; Some pages contain light, broken type.

Pub Type— Reports - Research (143)

EDRS Price - MF61/PC05 Plus Poetage.

Descriptors—Administration, Administrator Role, Educational Administration, Educational Change, Educational Development, Elementary Secondary Education, Foreign Countries, \*Institutes (Training Programs), \*Management Development, \*Management Systems, \*Needs Assessment, \*Personnel Management, Planning, \*Principals, Role Perception, Staff Development, Supervision, Surveys Identifiers—\*Sri Lanks, UNESCO, United Nations Development Program
This report is a part of the Diagnostic Study on Educational Management in Sri Lanks, a project under the United Nations Development Program/UNESCO Regional Technical Cooperation Programme for Increasing Efficiency in Education through Improved Management and Planning. The diagnostic study consisted of five main surveys requiring an analysis of (1) structures and processes, (2) techniques and methods, (3) behavior dynamics, and (4) training needs and priority areas in educational planning and management. The study used primary and secondary data from a variety of sources: principals, teachers, pupils, parents, administrators, and community members. Each chapter of the report describes one of the five surveys, as follows: preliminary considerations for training programs; a survey of principals; and a content analysis of complaints. The findings of these surveys (which illuminate many areas in educational planning and management that require remedial action by policy-makers, line managers, and management trainers) are summarized in the conclusion. (IW)

ED 276 148 EA 018 95
Fernando, Neil, Ed.
Management for Educational Development in Sri
Lanka. EA 018 992 Ministry of Education (Sri Lanka). Pub Date—Sep 84

Pub Date—Sep 84
Note—174p.
Pub Type— Collected Works - General (020) —
Reports - Research (143)
EDBS Price - MF01/POT Plus Postage.
Descriptors—Administrators, Educational Change,
"Educational Development, "Educational Planning, Elementary Secondary Education, Foreign
Countries, Geographic Regions, "Information
Systems, Interdistrict Policies, "Management Development, National Programs, Needs Assessment, Personnel Evaluation, "Personnel
Management, "School District Reorganization,
School Districts, State School District Relationship, Zoning

Management, "School District Reorganization, akip, Zoning Identifers—"Sri Lanka

This document reports on 4 broad action programs, constituting a total of 15 projects, in 4 pilot districts in Sri Lanka. The programs, part of a larger effort by the Ministry of Education to actualize policy guidelines, have been attempts to bridge gaps between the capability and efficiency of the established school system and the multiple levels of supraschool administration and between the quality of educational administration and public policy needs. Chapter 1 of this document, "Overview of District Development Programme," by N. Fernando, presents a general description of the four programs. The rest of the document is divided into 4 sections, one for each of the programs, and is further subdivided by descriptions of the 15 projects. Section 1, "Foundation Programme for School Development," con-

tains the following chapters: "Category 2 and 3 Schools," by the project team; "Collegiate Schools," E. S. W. Perera and M. A. Ariyadasa; "National Schools," H. S. Jayasinghe; and "Supervision of Schools," K. O. Piyadasa and E. S. Liyange. Section 2, "Organisation and Management Development," contains: "School Structure," W. H. M. Undugoda; "Structure and Functions of RDE/DEO Offices," Project team; "Education Management Information System," H. K. K. Vithana; and "School Clusters," H. S. Jayasinghe and D. N. Weersainghe. Section 3, "Planning and Resource Management," contains: "School Planning," B. Kulatrung; "School Zooning," W. L. Perera. Section 4, "Personnel Management, "contains: "District Management Centres," P. Kumarasiri; "Manpower Planning," E. S. W. Perera; "Evaluation of Personnel (School Level)," H. S. Jayasinghe; and "Evaluation of Personnel (Supra School Level)," S. M. M. A. Ghaffoor. (IW)

Jayasinghe; and "Evaluation of Personnel (Supra School Level)," S. M. M. A. Ghaffoor. (IW)

ED 276 149

Sedlak, Michael W. And Others
Selling Students Short: Classroom Bargains and Academic Reform in the American High School.
Report No.—ISBN-0-8077-2817-9

Pub Date—86

Note—225p.
Available from—Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 (\$14.95, paperback—ISBN-0-8077-2817-9; \$28.95, hard-back—ISBN-0-8077-2817-9; \$28.95, hard-back—ISBN-0-8077-2828-7).

Pub Type—Collected Works—General (020)—Opinion Papers (120)
Document Not Available from EDRS.
Descriptors—"Academic Standards, Curriculum Evaluation, Educational Change, Elementary Secondary Education, Graduation Requirements, "Group Dynamics, Higher Education, High Schools, "Informal Organization, "Interpersonal Relationship, School Organization, Student Actitudes, Student Employment, "Student School Relationship, Teaching (Occupation)
High school educators and students appear to have struck an implicit "bargain" that results in a deemphassis on academic learning. This book analyzes current proposals to enhance educational standards in light of the influence of this bargaining inclassrooms. In so doing, it explores recent scholarship bearing on personal relations and organizational dynamics that determine what schools do. The book also examines how role relations among students, teachers, and administrators are shaped by and affect academic standards. The book is divided into three parts. Part 1, "Students," includes six sections: "Student Disengagement and Academic Learning," "The Diploma," "Content: The High School Course of Study," "Student Employment and Extracurricular Activities," "Elementary and Higher Education," and "Attendance and Discipline," Part 2, "Teachers" consists of two sections, "Teachers, Autonomy and Quality" and "Teacher Reforms." Part 3 is entitled "Organizationa." The Book's conclusion is that proposed reforms have not only failed to address the bargain between educators and students but may have exacerbated its cons

ED 276 150 EA 018 995

DePutw, Julie Science Programs That Challenge Young Minds. Oregon School Study Council, Eugene. Pub Date—Dec 86

Oregon School Study Council, Eugene.
Pub Date.—Dec 86
Note.—27p.
Available from.—Publication Sales, Oregon School
Study Council, University of Oregon, 1787 Agate
Street, Eugene, OR 97403 (\$4.00 prepaid; \$1.50
shipping and handling will be added on billed or
ders).
Journal Cit.—OSSC Bulletin; v30 n4 Dec 1986
Pub Type.—Collected Works - Serials (022) — Reports - Evaluative (142)
EDRS Price - MF91/PC02 Plus Postage.
Descriptors—"Curriculum Development, "Demonstration Programs, "Educational Innovation, Elementary Secondary Education, Program
Effectiveness, School Cadres, "Science Curriculum, "Science Educatios, Science Instruction,
Science Teachers, Staff Development, Teacher
Education, Teamwork
Identifiers—"Oregon
Two Oregon science education programs are described following an introduction that discusses un-

derlying problems in science education and approaches taken by exemplary practices. Exemplary practices involve the process method of instruction, teacher training, utilization of science resources outside the school, and instruction that emphasizes the interdependence of society and science. Chapter 1, "Science as a Process in the Ashland School District," describes one school district's curriculm-based approach. A science curriculum committee adapted a Rand-McNally curriculum into a program to serve the district's purposes. The document portrays curriculum implementation at an elementary school and includes evaluative statements from the principal and a third-grade teachers in Lane County: the Lane Regional Science Cadre; the project focuses on teacher training. The team, which has 20 teacher members, bears the logo, "Teachers Helping Teachers." Cadre training stressed pedagogical skills, staff and organizational development, and group cohesion. The group conducted over 100 workshops during the first year; additional training occurred the following year. The document includes evaluative accounts from cadre members. Twelve references are appended. (CJH)

ED 276 151 EA 018 996

ED 276 151

ED 476 151

ED 476 151

BEA 018 996

Dunn, Judy And Others

Teacher Testing.

BEIC Clearinghouse on Educational Management,
Eugene, Oreg.; National Association of Elementary School Principals, Alexandris, VA

Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.

Pub Date—Feb 87

Contract—OERI-R-86-0003

Note—6p.

Available from—Publication Sales, National Association of Elementary School Principals, 1615

Duke Street, Alexandria, VA 22314 (32.00 prepaid; quantity discounts; Virginia residents should add 4 percent sales tax).

Journal Cit—Research Roundup; v3 n2 Feb 1987

Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Collected Works—Serials (022) — Reference Materials—Bibliographics (131)

EDRS Price—MPU/PCUI Plus Postage.

Descriptors—Decision Making, Educational Change, Elementary Secondary Education, "Employment Practices, Evaluation Methods, Instructional Improvement, Legal Responsibility, "Minimum Competency Testing, Minority Groups, Teacher Associations, Teacher Effectiveness, Teacher Education, "Teacher Effectiveness, Teacher Education, Teacher Effectiveness, Teacher Evaluation, Teacher Motivation, Teacher Recruitment, Test Bias, Test Validity

A one-page introduction is followed by summa-Validity

Motivation, Teacher Recruitment, Test Bias, Test Validity
A one-page introduction is followed by summaries of articles and documents on teacher compency testing. George F. Madaus argues that, although tests serve some useful functions, treating them as a major mechanism for reforming education is questionable. Peter A. Garcia examines the negative impact of testing on minority teachers and minorities attempting to enter educational training programs in Texas. Gregory R. Anrig notes that tests have a legitimate even though limited function and urgen policymakers to ensure their proper use. In reviewing legal issues, Joseph C. Beckham focuses on constraints courts have imposed on teacher competency testing. Procodures used to validate the National Teacher Examinations as accurate measures of competency are discussed by Lawrence H. Cross. The final selection summarizes positions taken by the two leading teacher unions in two journal articles, one by Rit Hodgkins and Bernard McKenna and the other by Albert Shanker and Gordon Ward. Although differing over the use of tests, they agree that teacher competency needs to be assessed. (CJH)

ED 276 152 EA 019 000

Galba, Joseph J. And Others

Hirtag Criteria Used by Private Schools for the

Selection of Beginning Teachers.

Pub Date—17 Apr 36

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

1900).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Administrator Attitudes, "Begin-

ning Teachers, Elementary Secondary Education, Employment Practices, Employment Qualifications, "Private Schools, "Problic Schools, Research Needs, School Districts, School Surveys, Teacher Needs, School Districts, School Surveys, Teacher Administrator Relationship, "Teacher Characteristics, Teacher Education, Teacher Effectiveness, "Teacher Selection Identifiers—Californis (Stanislaus County)
This study compares the criteria utilized by private and public school officials in the selection of beginning teachers. A similar study undertaken in Oregon (Webb 1980) was extended by incorporating private schools. Of the 117 California school districts sent questionnaires, 88 responded—a return rate of 75 percent. Twenty-nine of the private districts responded for a return rate of 64 percent; 59 of the 72 public districts returned completed questionnaires (82 percent). Forty-one criteria were included in the questionnaire: 4 academic criteria, 23 personal characteristics, and 14 teaching competencies. In general, private and public districts are looking for similar attributes in beginning teachers, with one major exception. Private districts view an applicant's personal religious or philosophical perspective as being very important, whereas public schools place little importance upon this criterion. Public and private districts are interested in the teaching competency of beginning teachers, particularly those competencies focusing on student and teaching competency of beginning teachers, particularly those competencies focusing on student and teaching competency of beginning teachers and who have adequate but not necessarily excellent preparation in subject matter. Teacher educators should work closely with private and public schools while continuing to develop both the art and science of teaching regardless of public pressures, which actually may be contrary to known best practices. Further exporation is needed regarding what may be unique about private schools 'hiring practices. (CJH)

EA 019 006 ED 276 153

ED 276 153

Bentley, Ernest L., Jr. Campbell, Beverly
Transition Strategies at the School Level: Reforming Middle Grades' Organization and Programs.
Pub Date—Nov 36
Note—17p.; Paper presented at the Annual Meeting of the Southern Regional Council for Educational Administration (Atlants, GA, November 9-11, 1986).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College School Cooperation, Educational Change, Educational Quality, Elementary Secondary Education, 'Middle Schools, 'Organizational Change, 'Participative Decision Making, 'Program Design, 'Program Implementation, School Community Relationship, School Organization, Staff Development
Identifiers—"Tennessee

School Community Relationship, School Organization, Staff Development Identifiers—Tennessee
This paper presents organizational strategies and implementation methods for conversion to middle school organization (scheduled to take place in 1988) in the Johnson City, Tennessee, school system. Carried out by the district in partnership with local institutions of higher education, the study focuses on what is educationally best for the child in the middle years of schooling. In 1985, the board of education endorsed the middle school concept and appointed a steering committee to plan implementation. Educational excellence was the primary concern. The school system, anticipating participation by community and employee representatives, organized ideas in four areas: steering committee, program development, staff development, and feedback. The steering committee brought in university resource consultants. The program planning committee investigates the scope of the current curriculum and makes recommendations. Input from teachers and curriculum specialists will be sought. Staff development will involve seasions for questions and demonstration teaching. The paper presents performance evaluations of the steering committee. A work plan for completing the four-phase reform plan by 1988-89 is presented. Information efforts will be a greater priority as the process focuses on such specifics as curriculum preparation, faculty development, student advisement, and transition for a smooth beginning in 1988. (CJH)

ED 276 154 EA 019 007 Land, Arthur J.
Education Quality and Teacher Salary.
Pub Date—8 Nov 86
Note—30p.; Paper presented at the Annual Meet-

ing of the Southern Regional Council for Educational Administration (Atlanta, GA, November 9-11, 1986).
Pab Type—Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF01/PC02 Plas Pestage.
Descriptors—Administrator Responsibility, Educational Policy, Educational Quality, Educational Theories, Elementary Secondary Education, Employment Practices, Futures (of Society), Instructional Improvement, Merit Pay, Performance Factors, Teacher Administrator Relationship, Teacher Attitudes, "Teacher Effectivenesa, Teacher Evaluation, Teacher Effectivenesa, Teacher Salaries, "Work Attitudes
In view of the emphasis on money as a motivator mentioned in reports examining theoretical notions about teacher motivation, this paper focuses on the efficacy of using salary to attract quality teacher candidates. Although standarized teating and internship programs often supplement inadequate certification requirements, critics question the relationship of testing to classroom effectivenesa and to higher quality applicants. Jacob W. Getzel's theory of social behavior, as applied by Morphet et al., suggests that effective school leadership extends opportunities to teachers to meet both personal and school objectives. Maslow's theory of motivation provides an avenue for understanding individual needs as motivators of behavior. Today, according to Yankelovitch, the attitude of younger employees toward their work and workplace is that the present incentive system is so unappealing that they are no longer motivated to work hard. A derived implication is an administrative style that is supportive of a teacher's serience of the school environment has a great impact on quality, which involves administrator as one of the major stumbling blocks to curriculum improvement. Included are 33 references. (CJH)

ED 276 155

White, Ernest R. Lawrence, Paul R.

Educational Administration Reform in Kentucky:
A Beginning.

Pub Date—Nov 86

Note—25p.; Paper presented at the Annual Meeting of the Southern Regional Council for Educational Administration (Atlanta, GA, November 9.11, 1984).

ing of the control of

grams, Principals, Program Implementation, Superintendents, Supervisory Training, Testing Programs Identifiers—\*Kentucky
Prompted by the national educational reform movement, a Kentucky committee, mandated by the general assembly, called in 1983 for changes in the preparation and certification of school administrators. This study presents a background of the mandates, details of the certification changes, the board of education's study of administrative preparation and certification, and an advisory committee's recommendations for program implementation. Investigative committees in Kentucky responded to the 1993 "Nation at Risk" report by requesting changes which featured completion of a 1-year internship for evaluation during the first year of administrative employment and a testing program to ensure acceptable levels of communication skills, general knowledge, and professional education concepts. Changes included a two-level post-master's program for principals, supervisors, and superintendents that contains one generic instructional leadership core for all tree positions. This core is designed around those competencies that practitioners considered critical in

their role. The paper presents an outline of curricu-lum standards for principals, supervisors, and super-intendents, including conditions under which endorsements from one level to another are allowed as well as renewal requirements for certificates. A committee of educators, meeting in 1986, is prepar-ing regulations to implement the testing/internahip program, with a target completion date of July 1987. (CIR)

EA 019 009 Pescen, Bruce A.
Integrating Microcomputing into Preparation Programs.
Pub Date—11 Nov 86

tion Date—11 Nov so fote—13p.; Paper presented at the Annual Meet-ing of the Southern Regional Council for Educa-tional Administration (Atlanta, GA, November

ing of the Southern Regional Council for Educational Administration (Atlanta, GA, November 9-11, 1946).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MPDI/PCDI Plus Pestage.
Descriptors— Administrator Education, "Administrators Role, Administrators Computer Assisted Instruction, Computer Software, Educational Change, Elementary Secondary Education, Higher Education, "Microcomputers and Education, Microcomputers and Education, and Education, and Education, This paper presents an example of a course syllabus that integrates the use of microcomputers apart of a recommendation that administrators become specialists in microcomputing in their preparatory programs. Computers' dramatically reduced costs, in combination with increased power, has made them easily available in the form of microcomputers. Administrators should have an understanding of the potential and processes involved in order to attain institutional objectives through institutional research-analysis and evaluation of the complex variables in a system's operation. Faculty in administrator preparation programs must reexamine curricula to identify appropriate areas where microcomputers will assist in developing administrators to become more skilled and effective. The course syllabus provided for resource management illustrates the scope and sequence of content, software used, the reading file, assignments and oourse requirements, and criteria for evaluation. The course syllabus and lists of software for the Apple II or II c and for the IBM PC comprise three-fourths of the document. (CJH)

## EC

ED 276 157

Anderson, David W. Coleman, Disna L. Teschers' Understanding of Learning Disnabilities. Pub Date—[85]

Note—19p.

Pub Type— Reports - Research (143)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—"Definitions, Education Work Relationship, Elementary Education, "Elementary School Teachers, Handicap Identification, Inservice Teacher Education, "Sowwiedge Level, "Learning Disnabilities, Preservice Teacher Education, Psychological Characteristics, Referral, "Student Characteristics, "Fleacher Attitudes A aurvey of 135 Pennsylvania regular classroom teachers (kindergarten through grade 8) examined their understanding of learning disnabilities (LD) and the degree to which they felt prepared to work with LD students. The survey sought information on: (1) teacher preparation, knowledge, and experience related to identifying and working with LD students; and (3) teacher definition and concept of LD. Thirty-six percent of the respondents had received preservice workshop dealing with LD students; and (3) teacher sported that they had identified or referred a child as LD, but only 21% felt they sufficiently understood the concept to approximately identify and serve LD children. Teachers identified the five same LD characteristics most frequently—attention deficits, perceptual disorders, reading difficulties, oral language problems and more problems. Teachers also frequently cited performance discrepancy and low frustration tolerance as LD characteristics. Results indicate that there is considerable confusion about learning disabilities among teachers who are being asked to identify, refer, and serve children who have learning prob-

lema (CR)

ED 276 158 EC 190 910

ED 776 158

Carson, Ann Taylor
A Professional Challenge: Working with Multi-Problem Families.
San Diego State Univ., Calif.
Spons Agency—Special Education Programs (ED/OSER'S), Washington, DC. Handicapped Children's Early Education Program.
Pub Date—86
Grant—G008302287
Note—49b.: A part of Project Themselve.

dren's Early Education Program.
Pub Date—96
Grant—900302287
Note—49p.; A part of Project IINTACT.
Available from—Project IINTACT, Special Education Department, San Diego, Can Period IINTACT, Special Education Department, San Diego, Can Period IINTACT, Special Education Department, San Diego, Can Period IINTACT, Special Education Diego, CA 92182 (35.00; make check payable to SDSU Foundation).
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Pins Poetage, PC Not Avallable from EDRS.
Descriptors—Alcoholism, Communication Skills, \*Developmental Disabilities, Drug Abuse, \*Family Problems, Health, \*High Risk Fersons, \*Home Visita, Knowledge Level, Motivation, One Parent Family, Parent Education, Self Concept, Social Isolation, \*Social Problems, \*Social Services, Violence, Young Children
The manual for professionals working with multi-problem families was developed by Project IIN-TACT which provided home-based services to families with young children who were developmental delay. Three groups of high risk families were served: those in which one or more parents is mentally retarded, those families with serious psychosocial difficulties, and families in which the mother is an unmarried minor. The manual suggests strategies for dealing with the following problems within the family: (1) poor self concept of the mother, (2) gaps in essential parenting knowledge, (3) social isolation, (4) health concerns, (5) poor communication skills, (6) lack of motivation, (7) socioeconomic problems, (8) poor nutrition, (9) family violence, and (10) alcoholism and substance abuse. Problems between the family and home visitor are also discussed and include hose tility, distrust, and fear of outsiders; language and cultural differences; and non-compliance (such as missed appointments). Also noted are problems of the home visitor including turf protection against other service providers, fear about visiting families in hazardous urban areas, and professional burn-out. (DB)

EC 190 911

ED 276 159 EC 190 911

Martin, David S. Jones, Bruce
Cognitive Modifiability in the Deaf Adolescest.

Gallaudet Coll., Washington, D.C.
Pub Date—May 86

Note—23p.

Available from—David S. Martin, Gallaudet University, School of Education, Washington, DC 20002 (free).

Pub Type—Reports - Research (143)

20002 (free).
Pub Type—Reports - Research (143)
EDRS Price - MP01 Plus Poetage. PC Not Available from EDRS.
Descriptors—Abstract Reasoning, Adolescents,
"Cognitive Development, Cognitive Processes,
Cooperation, "Deafness, "Instructional Effectiveness, "Intervention, Learning Strategies, Metacognition, "Problem Solving, "Program
Effectiveness, Secondary Education, Teaching
Methods

Methods Identifiers

methods fentifiers—\*Instrumental Enrichment A study of the effects of the Instrumental Enrich-A study of the effects of the Instrumental Enrichment cognitive intervention program with 41 severely hearing impaired secondary school students was conducted. Experimental and control groups were compared in regard to general cognitive functioning, problem-solving strategies, reading comprehension, and mathematics. Experimental subjects were provided systematic (at least twice a week) mediated learning experiences intended to help students understand their own thinking processes and promote generalization to both curricular help students understand their own thinking pro-cesses and promote generalization to both curricular and non-achool situations. The specially trained teacher incorporated a series of sequenced visual, verbal, and geometric problems into the regular sub-ject matter, helped students solve the problems, and then discussed how the students' mental strategies on these problems would be used in the subject mat-ter. Experimental subjects demonstrated improve-ment in (1) systematic approaches to problems, (2) analysis of problem situations, (3) analysis of source-of-error in problem-solving situations, (4) completeness, organization, and planning in prob-lem solving situations, (5) peer cooperation in problem solving, (6) abstract thinking, and (7) a variety of cognitive based classroom behavior. Results sup-ported the value of systematic rather than incidental cognitive intervention. (Author/DB)

ED 276 160 EC 190 912

cognitive intervention. (Author/DB)

ED 276 160

EC 190 912
Acquired Immune Deficiency Syndrome Service
Coordination Act of 1986. Calendar No. 733.
Congress of the U.S., Washington, D.C. Senate
Committee on Labor and Human Resources.
Report No.—Senate-R-99-337
Pub Date—Jul 86
Note—16p.
Pub Type—Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF0I/PC0I Plus Postage.
Descriptors—"Demonstration Programs, "Diseases, "Federal Aid, Federal Legislation, Government Role, "Special Health Problems
Identifiers—"Acquired Immune Deficiency Syndrome, Congress 99th
The report to the Senate on S. 2345, The Acquired Immune Deficiency Syndrome (AIDS) Service Coordination Act of 1986, recommends passage of this bill, an amendment to the Public Health Service Act, which would authorize appropriations of 340,000,000 in grants during fiscal year 1987 for AIDS patients as comprehensive ambulatory care, home health care services, counseling and mental health services, case management service, and health personnel education about AIDS. Separate sections of the report provide a summary of the bill, information on the background and need for legislation, hearings and history of the bill, and the full text of the bill. Committee views on the bill (including reasons for supporting local planning rather than a new categorical grant program) are next, followed by a report of the committee view on the bill (including reasons for supporting local planning rather than a new categorical grant program) are next, followed by a report of the committee view on the bill (including reasons for supporting local planning rather than a new categorical grant program) are next, followed by a report of the bill and the full text of changes in existing law. (DB)

EC 190 913

ED 276 161 EC 190 913
Handi Helps, 1984.
Colorado State Univ., Pt. Collins. Cooperative Extension Service.
Pub Date—84
Note—19p.
Journal Cit.—Handi Helps; Jan-May, Sep-Dec 1984
Pub Type— Collected Works—Serials (022) —
Guides—Non-Classroom (055)
EDRS Price—MP01/PC01 Plus Poetage.
Descriptors—Child Abuse, \*Disabilities, \*Diseases, \*Information Sources, Puppetry, Special Health
Problems

"Information Sources, Puppetry, Special Health Problems Identifiers—Arthritis, Guide Dogs, Hemophilis, Tourette Syndrome
The eight issues of Handi Helps presented in this document focus on specific issues of concern to the disabled, parents, and those working with the disabled. The two-page handi help fact aheets focus on the following topics: child abuse, leukemia, arthritis, Tourette Syndrome, hemophilis, the puppet program "Meet the New Kids on the Block" and dog guides. Each handi help provides basic information such as cause, diagnosis, symptoms, and treatment (in the case of diseases), specific suggestions for readers, and additional resources (such as organizations, books, and films). Brief informational items include use of puppets to teach children about handicaps, the decade of disabled persons, and guidelines for organizing a horseback riding program for disabled persons. (DB)

ED 276 162 EC 190 914

Handi Helps, 1985 Colorado State Univ., Pt. Collins. Cooperative Ex-tension Service.

tension Service.
Pub Date—85
Note—149.
Journal Cit—Handi Helps; Jan-Apr, Oct-Dec 1985
Pub Type—Collected Works - Serials (022) —
Guides - Non-Classroom (055)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Asthma, Clinical Diagnosis, \*Diseases, Etiology, \*Information Sources, Occupational Therapy, Sexual Abuse, \*Special Health
Problems, Therapy
Identifiers—Kidnapping, Muscular Dystrophy,
Scoliosis

Scotiosis

The six issues of Handi Helps presented here focus on specific issues of concern to the disabled, parents, and those working with the disabled. The two-page handi help fact sheets focus on the following topics: child sexual abuse prevention, asthma,

scoliosis, the role of the occupational therapist, kid-napping, and muscular dystrophy. Each handi help provides basic information (such as cause, diagno-sis, symptoms, and treatment (in the case of dis-eases), practical suggestions for readers, and additional resources (such as organizations, books, and films). (DB)

ED 276 163

Rinck, Christine
Standardized Assessment of the Dev.
Disabled Person.
Pub Dato—May 86

Note—22p.; Paper presented at the Annual Convention of the American Association of Mental Deficiency (110th, Denver, CO, May 25-29, 1986). For related document, see EC 190 916.
Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Reports - Research

4891/PC01 Plus Postage.

4891/PC01 Plus Postage.
Middle Age

From 1ype—Specches/Mechan Papers (190)—Information Analyses (070) — Reports - Rosearch (143)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—"Developmental Disabilities, "Leisure Time, "Life Satisfaction, Middle Aged Adulta, Older Adulta, "Self Evaluation (Groups), "Standardized Tests, Test Construction, Test Formast, Test Reliability," Test Valkity

Steps are outlined in the construction of two self-report assessment scales designed to measure general life satisfaction and leisure activity levels of developmentally disabled adults. The potential usefunction of the context of a review of similar existing scales for older nonhandicapped as well as developmentally disabled cherons. The scale developed to measure life satisfaction used a 5-item multiple-choice format (happy-face-to-sad-face). Responses to the activity scale incorporated a frequency measure, and negatively as well as positively worded questions were included to minimize response bias. Bach scale was administered to approximately 120 developmentally disabled clients (ages 50-85) and to knowledgeable informants (e.g., resident manager or day program supervisor). Among reported results were the following: (1) perceived health was significantly correlated with life satisfaction; (2) clients red their own life satisfaction more highly than did informants 'perceptions. Elements of the two scales requiring further testing and refinement are discussed. Thirty-seven references are provided. (JW) ED 276 164

EC 190 916

Rinck, Christine Griggs, Peter The Older Developmentally Disabled Client. Pub Date—May 86

Risck Christine Griggs, Peter
The Oliter Developmentally Disabled Client.
Pub Date—May 86
Note—I6p.; Paper presented at the Annual Convention of the American Association of Mental Deficiency (110th, Denver, CO, May 25-29, 1986). For related document, see BC 190 916.
Pub Type—Reports - Research (143)
EDRS Price - MF0L/PC01 Plus Pestage.
Descriptors—Adaptive Behavior (of Disabled), "Client Characteristics (Fluman Services), "Developmental Disabilities, Drug Therapy, Hyperactivity, Middle Aged Adults, Older Adults, "Physical Health, Physical Mobility, Place of Residence, "Self Care Skills, "Social Adjustment Identifiers—Adaptive Behavior Scale
Characteristics of the older developmentally disabled adult were studied in an examination of data collected on 485 randomly selected clients in four age categories; 18 and under (N=74), 19-54 (N=336), 55-64 (N=48), and 65 and over (N=27). Medical and physical problems were assessed, including general health, mobility problems, and prescription of medications. Among clients ages 65 and over, 50% were classified as having a life-threatening physical condition, compared to 11% of clients aged 55-65 and 6% of those under 54. The highest percentage of mobility problems occurred in the under-18 and over-65 age groups. Antipsychotic drugs were prescribed for 54% of clients over age 65. After age 65, decided decrements were observed in independent functioning, physical development, self-direction, and socialization. Clients over age 65. After age 65, decided decrements were observed in independent functioning, physical development, self-direction, and socialization. Clients over age 65. After age 65, decided decrements were observed in independent functioning, physical development, self-direction, and socialization. Clients over age 65. After age 65, decided decrements were observed in independent functioning, physical development, self-direction, and socialization. Clients over age 65. After age 65, decided decrements were observed in independent functioning, physical development

ED 276 165

Education of the Handicapped Act Ammeadments of 1996. Report.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Report No.—House-R-99-860
Pub Date—22 Sep 86
Note—100p.
Pub Type— Legal/Legislative/Regulatory Materials (990)
EDBS Price - MP01/PC04 Plus Postage.
Descriptors—\*Agency Cooperation, Coordination, \*Dissoliities, Education Work Relationship, \*Pamily Programs, \*Pederal Legislation, Grants, Individualized Education Programs, Intervention, Preschool Education, Secondary Education, Teacher Education
Identifiers—Congress 99th, \*Early Intervention of Policy Congress 99th, \*Early Intervention of Policy Congress 99th, \*Early Intervention Programs o

\*Education of the Handicapped Act Amendments 1986

"Education of the Handicapped Act Amendments 1986
The report of the House Committee on Education and Labor recommends passage of the Education of the Handicapped Act Amendments of 1986, H.R. 5520. Contents include a discussion of the background and need for the legislation followed by an explanation of the proposed amendments, a section-by-section analysis, and the complete text. First, the bill amends the Education of the Handicapped Act (EHA) by establishing a new federal discretionary program to assist states in developing and implementing a comprehensive, coordinated, interdisciplinary program of early intervention services for handicapped infants and toddlers and their families. Second, the bill amends the preschool incentive provision and other sections in Part B of EHA to strengthen the incentive for states to serve all handicapped children ages 3 to 5, inclusive. Finally, the bill amends Part B evaluations and amends and extends the authority for the discretionary programs under Parts C through G. Among the amendments described are the individualized family service plan, State Interagency Coordinating Council, and the relationship among public agencies for providing or paying for services detailed in a child's individualized education program. Secondary education and transitional services for handicapped youth, as well as grants for personnel training, are also addressed. (JW)

ED 276 166

Ashbaugh, John And Others

Summary of Data on Handicapped Children and
Youth. EC 190 918

Youth.

Human Services Research Inst., Cambridge, MA.

Spons Agency—National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date—Dec 85

Note—239p.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
DC 20407.

DC 20402.

Pub Type— Numerical/Quantitative Data (110) —
Reports - Research (143)

EDRS Price - MF0L/PC10 Plus Postage.

Descriptors—Annotated Bibliographies, Children,
Congenital Impairments, "Demography, "Disabilities, Elementary Secondary Education, Exceptional Child Research, Family Characteristics," Incidence, National Norms, "National Surveys,
Place of Residence, Public Education, Reliability,
Research Methodology, Research Projects, "Satistical Surveys, "Student Characteristics, Validity

tistical Surveys, \*Student Characteristics, Validity
This report provides available data, presented in 64 tables, describing the incidence and prevalence of congenital disabling conditions among children and the characteristics of disabled children and youth and their caretakers. The data cover children living in United States households, institutions and other group quarters, and children participating in public education programs. Part I of the report details significant highlights of the data such as that here has been little change in the incidence of birth defects in the past decade, that about 4.2% of children have chronic activity limitations, that most of the children living in group quarters are teenagers, and that II.2% of children in Head Start programs are handicapped. Part II contains a discussion of a handicapped. Part II contains a discussion of and that 11.2% of children in Head Start programs are handicapped. Part II contains a discussion of factors that bear on the validity and reliability of childhood disability statistics and the associated utility and limitations of these statistics. The 64 tables are presented in the third section. Part IV provides background information on the data collection efforts from which the data tables were derived. Information is included on the name, sponsor, and

contact person for the file; survey period; survey objective; survey oppulation; survey size; survey design; data source; and prior use reports. The report's fifth section is a selected, partially annotated bibliography which cites over 150 books, journal articles, manuals, and studies on the incidence and prevalence of childhood disability and on methodological.

ED 276 167

Watson, Berille R.
Physical Education for Poorly Co-ordinated Children. The Promotion of Body Awareness and the Development of Basic Skills.

Report No.—ISBN-0-9590901-0-X
Pub Date—84
Note—1970.

Available from—Bevilie R. Watson, 16 Warrego Crescent, Linden Park, South Australis 5065, Australia.

Pub Type—Children. No. ED 276 167

Available from—Bevilie R. Watson, 16 Warrego Crescent, Linden Park, South Australia 5065, Australia.

Pub Type—Guides - Non-Clasaroom (055) — Guides - Clasaroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plas Postage.

Descriptors—Adapted Physical Education, Class Activities, Disabilities, Elementary Education, Exercise, "Gymnastics, Lesson Plans, "Motor Development, "Movement Education, Multiple Disabilities, Physical Therary, "Psychomotor Skills, Severe Disabilities, Skill Development This book deals with the promotion of body awareness through use of educational gymnastics, with handicapped our onn-handicapped our poorly coordinated children of all age levels. The method provides an analytical approach to movement, encourages children to listen to language, and assists them in creating their own activities. The activities and suggestions included in the book have been used with children with various conditions, including autism, desfiness-bindiones, hearing loss, Down's Syndrome, mental retardation, hyperactivity, spina bifids, muscular abnormalities, lack of confidence, poor sequential memory, poor understanding of body and spatial swareness, lack of knowledge of directional concepts, aphasia, learning difficulties, and poor motor coordination. The first section of the book provides an overview of the program's rationale and discusses promotion of body awareness, lesson format, and equipment. Section 2 contains descriptions and illustrations (photographs and drawings) of activities are listed for each part of the lesson format introductory activity, general body movement, weight on two hands, push and pull, foot exercises, class activities, and group activities. The third section presents sample lesson programs for pontly-coordinated children and for very (multiply or severely) handicapped children. Ways in which to record student progress are suggested. An appendix contains posture models which can be used to teach children correct body posture. (CB)

ED 276 168 EC 190 93 Kern, William H. And Others Vocational Horiculture for Persons with Mental Retardation. EC 190 933

Kern. William H. And Others

Vocational Horticulture for Persons with Mental
Retardaties.

Pub Date—[82]

Note—23p; Parts of the document have light and
broken print.

Pub Type—Reports - Research (143)

EDRS Price - MFDI./PCDI Ples Pastage.

Descriptors—Adults, "Assistive Devices (for Disabled), "Horticulture, "Mental Retardation,
Prompting, "Teaching Methods, "Vocational Rehabilitation
Identifiers—"Cardening
The study explored methods and techniques for
training mentally retarded adults to perform gardening tasks. A total of 31 subjects ages 21 to 48 (fQ
range 32-89) participated in the study, which consisted of three phases. In an initial phot study, experimentation without subjects resulted in the
development of modified tools (e.g., notched yardsticks for spacing seeds and color-oded hoes with
steel guards). During the second pilot study, subjects were taught to use the tools. Based on probjents encountered, additional modifications were
made, including the use of an earth puncher instead
of a hoe for brain-injured subjects. The third study
added a greenhouse operation and evaluated subjects' performance over a 10-week period on 21 separate gardening tasks (e.g., preparing potting soil,
using tiller, planting seeds with spacer, and covering
seeds in seed bed). Techniques of physical assistance, demonstration, verbal direction, prompting,
and fading were used in instruction. Results indi-

cated that a total of 17 tasks could be mastered by subjects with an IQ as low as 32. Subjects were found to work more productively in their own indi-vidual gardens than in a large community garden. (Author/JW)

ED 276 169

ED 276 169 EC 190 935
Singer, George H. S.
Stress Management Training for Parents of Severely Handicapped Children.
Oregon Research Inst., Sugene.
Spons Agency—Department of Education, Washington, DC.
Pub Date—[85]
Grant—G008430093
Note—28p.
Pub Type—Reports - Research (143)
EDRS Price - MF91/PC02 Plus Postage.
Descriptors—Anxiety, "Biofeedback, Coping, Depression (Psychology), Elementary Secondary Education, "Relaxation Training, "Severe Disabilities, "Stress Management
The study examined the efficacy of a stress management training procedure for reducing anxiety and depression in parents of severely handicapped children between the ages of 4 and 16. Thirty-six parents were randomly assigned to treatment or control groups which completed pre- and post-measures of the State Trait Anxiety Inventory (STAI) and the Beck Depression Inventory (BDS). Participants in the treatment group attended weekly 2-hour clauses for 10 weeks, during which they were taught (1) self-monitoring of streasful events and their physiological reactions to those events; (2) muscle relaxation skills; and (3) modification of cognitions associated with distress. Analysis of descriptive measures showed that the groups were equivalent in regard to age, income, education, social support, stress, and the child's maladaptive behavior. Among results was that the experimental group, which had a higher overall measure of depression at postest, while the control group's depression soore increased slightly. Analysis of the social validation measures showed that the aprecipation garents rated all elements of the treatment positively. A 36-item reference list is appended. (JW)
ED 276 170
EC 190 336

ED 276 170

ED 276 170

Rafoth, Mary Ann K.

Early Identification of Learning Disabilities Using the "Meeting Street School Scroening Test."

Pub Dato—Mar 84

Note—29p.; Paper presented at the Conference of the National Association of School Psychologists (Philadelphia, PA, March, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MP61/PC02 Plus Postage.

Descriptors—Elementary Education, "Learning Disabilities, Predictive Measurement, "Predictive Validity, Predictor Variables, "Screening Tests, "Student Placement Identifiers—"Meeting Street School Screening Test The study hypothesized that scatter analysis of the three subtest scale scores on the Meeting Street School Screening Test (gross motor patterning, visual-perceptual-motor, and language) given at the beginning of first grade would prove to be a more accurate predictor of future placement is a learning disabilities program than the cut-off total raw score recommended in the test manual. Entering first-graders (N=1377) were administered the test; those placed in special programs were later identified as fourth- and fifth-graders. The hypothesis was not supported. Use of subtest scatter predicted learning disability placement less accurately than chance. The suggested cut-off identified 90% of children who were later placed in any special education program, but did not discriminate between learning disabilities and those with mental or emotional handicaps. (Author/JW)

ED 276 171 EC 190 937

ED 276 171 EC 190 937
Bennett, Tess Algozzine, Bob
Effects of Family-Oriented Intervention with
Young Handicapped Children on Indicators of
Parental Stress.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
Pub Date—[83]
Grant—G008302257

Note—21p.
Pub Type—Reports - Descriptive (141) — Reports - Research (143)
EDBS Price - MFD1/PCil Plus Postage.
Descriptora—Cerebral Palsy, Child Rearing, Coping, Crisis Intervention, "Developmental Disabilities, "Disabilities, Emotional Adjustment, "Family Attitudes, individualized Education Programs, Infants, Interdisciplinary Approach, "Intervention, "Parent Counseling, Parent Education, Pracehool Education, Stress Management, "Therapy
Twenty-one families participated as members of experimental or control groups in a study which investigated the effects of family-oriented intervention on the stress level of families with young handicapped children (average age 2 years) whose impairments were primarily developmental delay or cerebral palsy. Parents completed the Parenting Stress Index (PSI) upon entrance to the program and again after 6 months. Systematic family-oriented intervention provided to the experimental group included transdisciplinary assessment, development of an individualized education program for each child, free-play observation of parent and child, assessment of family needs, an individualized family plan, seasions with a family therapist, criais counseling as needed, and optional participation in parent and sibling groups. Post-intervention PSI acores for the experimental group indicated a significant decrease in stress related to the child's adaptation and demandingness, while parental perception of child mood was significantly improved. PSI noores for the comparison group did not change over the 6-month period. (Author/JW)

socres for the comparison group did not change over the 6-month period. (Author/JW)

ED 276 172

EC 190 938

[P.L. 99-457 Amendments to the Education of the Handicapped Act (EHA.)].

Council for Exceptional Children, Reston, VA. Dept. of Governmental Relations.

Pub Dates—86

Note—11p.

Pub Type— Legal/Legislative/Regulatory Materials (990) — Reports - Descriptive (141)

EDRS Prios - MP01/PCDI Plan Postage.

Descriptors—9 Disabilities, "Educational Change, "Educational Legislation, Federal Aid, Federal State Relationship, Preschool Education

Identifiers—"Early Intervention, Education for All Handicapped Act Amendments 1986

The document summarizes changes in the Education of the Handicapped Act (EHA) legislation under Public Law 99-457 which provides a new federal ardly intervention program, for infants and toddlers. Eligible population and timelines for receiving funds are defined and the Individualized Family Service Fina and other provisions required by the legislation are described, as are changes and refinements in the Early Education Discretionary Program (Part C of EHA). Detailed next are provisions for a new federal preschool program which increase federal contributions under P.L. 94-142, the Education for All Handicapped Children Act, to support the education of handicapped children aged 3 through 5. Finally, amendments to the EHA other than early childhood are summarized in relation to such topics as multiple agency participation, technology, personnel development, parent training centers, and the establishment of a National Clearinghouse for Careers in Education of Handicapped Children and Youth. The report concludes with a chart showing fiscal 1987 EHA appropriations in relation to 1986 appropriations and 1987 authorizations. (JW)

EC 190 93 fandicapped Children's Protection Act, P.L. 99-372. EC 190 939

Passicapped Casterer's Protection Act, P.L.
99-372.
Council for Exceptional Children, Reston, VA.
Dept. of Governmental Relations.
Pub Date—86
Note—7p.
Pub Type—Information Analyses (070)
EDRS Price - MF0L/PC91 Plus Postags.
Descriptors—\*Civi Rights, Court Litigation, \*Poisabilities, Elementary Secondary Education, \*Ped-eral Legislation, \*Legal Responsibility, \*Parent Rights, School Responsibility
Identifiers—Education for All Handicapped Children Act, \*Handicapped Childrens Protection
Act 1986, \*Reimbursement Programs, Smith v
Robinson, Vocational Rehabilitation Act 1973
The paper provides, in question and answer format, a summary of P.L. 99-372, the Handicapped
Children's Protection Act of 1986. The law autho-

rizes reimbursement of attorneys' fees to parents who prevail in administrative proceedings or court hearings. Legislation was needed because of a 1984 Supreme Court ruling (Smith v. Robinson) that individuals covered by P.L. 94-142, Education for All Handicapped Children Act, cannot also claim protection under Section 504 of the Vocational Rehabilitation Act of 1973 or other civil rights statutues. Questions deal with such issues as what fees and expenses can be awarded, criteria for determining whether a parent is "substantially justified" in rejecting a settlement offer, limits to the amounts that can be awarded, parent notification, information to be sought in the required General Accounting Office study, and protection of teachers and other educational agency employees against retaliation. (DB)

EC 190 940 ED 276 174 Brynelsen, Dana, Ed. Working Together: A Handbook for Parents and

Working Together: A Hamsbook for Parents and Professionals. British Columbians for Mentally Handicapped Peo-ple, Vancouver.; National Inst. on Mental Retar-dation, Toronto (Ontario). Pub Date—84 Note—70p. Available from—G. Allan Roeher Institute, 4700 Keele St., Downsview, Ontario M3J 1P3 Canada (55.00).

Available from—G. Allan Roeher Institute, 4700 Keele St., Downsview, Ontario M31 173 Canada (\$5.500).
Pub Type—Guides - Non-Clasaroom (055) — Reference Materials - Bibliographies (131) — Reports - Descriptive (141)
EDRS Prics - MP01 Plus Postage, PC Not Available from EDRS.
Descriptors—Annotated Bibliographies, Check Lists, 'Disabilities, Educational Resources, Foreign Countries, Guidelines, Information Needs, Parent Attitudes, 'Parent Counseling, Parent Education, Parent Participation, Parent School Relationship, Parent Parent Censeling, Parent School Relationship, Parent Teacher Cooperation, 'Physicians, 'Paychiatrista, 'Paychologists, 'Social Workers, Young Children Identifiers—Canada Written for Canadian parents of young children with special needs, this handbook provides information on ways in which parents can work with professionals (physicians, teachers, other school staff, social workers, psychiatrists, psychologists) in selecting and monitoring services for their special needs child. The first section considers the foundations of parent-professional relationships, and presents an historical overview of such relationships, and presents and realities regarding an effective parent-professional relationships, and presents and realities regarding an effective parent-professional interaction in a birth hospital; (2) options for parent involvement in early childhood services; (3) professional attitudes and practices that encourage confidence in the parenting role; (4) parent questionnaire for monitoring home-based programs; (5) features that encourage partnership in transition from one program to another; (6) preparing for a conference; (7) what to look for when choosing a group setting for your child; and (8) areas of particular importance for special needs children. Resources (mostly books, manuals, and journal atricles) listed in t

ED 276 175 EC 190 941

McGill, Judith
Play for Play's Sake: Cooperative Games As a
Strategy for Integration. Revised Edition.
National Inst. on Mental Retardation, Toronto (On-

tario).

Report No.—ISBN-0-9210121-05-5

Pub Date—[84]

Note—49p.; Financial assistance was provided by
the federal Department of Fitness and Amateur
Sport through its National Physical Activity
Week Program.

Available from—G. Allan Roeher Institute, 4700
Keele St., Downsview, Ontario M3J 1P3 Canada
(36.00).

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141) — Reference Materials

Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Child Development, Cooperation, \*Disabilities, Educational Philosophy, \*Games, \*Group Activities, Guidelines, \*Mainstreaming, Peer Acceptance, \*Peer Relationship, \*Play, Research

Peer Acceptance, \*Peer Relationship, \*Pisy, Resources
This manual makes a case for cooperative (as opposed to competitive) play among disabled and nondisabled childrea. Part 1, which concerns the
philosophy involved, discusses the rationale for cooperative games, the importance of pisy, cooperative games as an alternative, components of
cooperative games, structure of cooperative games,
and cooperative games and integrated settings. Part
2 presents guidelines for planning game sessions,
selecting games, and leading games, followed by
prief descriptions of 44 introductory, movement,
parachute, and active games. Appendices provide
lists of resources for cooperative ports and games;
resources for cooperative learning; sources for
equipment; and a paper on play, disability, and development. Twenty-four references are listed. (CB)

ED 276 176 EC 190 942

ED 276 176

Facts about Down Syndrome for Women over 35.
National Inst. of Child Health and Human Development (NIH), Betheads, Md.
Report No.—NIH-82-536
Pub Date—Jun 82

Note—19p.
Available from—Office of Research Reporting, National Institute of Child Health and Human Development, National Institutes of Health, Bethesda, MD 20205 (single copy free).
Pub Type—Information Analyses (070)
EDRS Price - MF91-F01 Plus Postage.
Descriptors—Congenital Impairments, "Downs Syndrome, "Females, "High Risk Persons, 'Incidence, "Mental Retardation, "Middle Aged Adults, Pregnancy
This booklet presents facts about Down Syndrome for women over 35 years of age. Down Syndrome for women over 35 years of age. Down Syndrome increase sharply with maternal age (1 in 900 for women aged 30 to 1 in 12 for women aged 48).
Answers are provided to the following questions: (1)
What is Down Syndrome? (2) How can an infant with Down Syndrome? (2) How can an infant with Down Syndrome? (4) How retarded will a child with Down Syndrome? (5) What causes Down Syndrome? (7) What is the outlook for a child with Down Syndrome? (6) Why is Down Syndrome called a genetic defect? (7) What is the likelihood of having a child with Down Syndrome? (8) Why does the rak of having a baby with Down Syndrome increase with the mother's age? (9) What can I do to have a healthy baby? and (10) Does agenetic coomselor recommend that you don't have children? (CB)

EC 190 943 ED 276 177 Caccamo, James M.
An Alternative Intervention Approach with Learning Disabled Students.
Pub Date—[85]

lag Disabled Students.
Pub Date—[85]
Note—166.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Incidence, \*Intervention, \*Learning
Disabilities, Primary Education, \*Reading Difficulties, \*Remedial Reading, Resource Room Programs, \*Special Classes, \*Teacher Effectiveness, Teacher Student Relationship, Time on Tak
Identifiers—Effective Schools Research, \*Pocus Curriculum Program
Possible reasons for the nationwide increase in the number of children identified as learning disabled (LD) include abrogation of general education's responsibility toward difficult to educate children, increasing differences in preservice general and special education training, the increase in parent/student rights litigation, and parental preference for \*Special\* education. Concern with this increasing number of children identified as learning disabled and lack of success with the traditional pull-out resource program led the school district of Independence, Missouri, to develop the Focus Curriculum Program for third graders (LD and non-handicapped) scoring below the 30th percentile in reading. The Curriculum provides an all-day program focused on reading instruction and follows principles demonstrated by the effective schools research

including increasing student time-on-task, improv-ing the quality of teacher-pupil interactions, and lowering the teacher-student ratio. Students spend between one and three academic quarters in the program. Preliminary results with 56 LD students indicate the intervention had a significant effect on reading scores and that this improvement was sus-tained a year later in the regular fourth grade. Prob-lems have included difficulties with reintegration into the regular class and reluctance by LD resource teachers to believe that so much growth is possible in such a short time. Expansion of the program might provide students with needed remedial help before they are identified as learning disabled. (DB)

ED 276 178

Khano, Margie K., Ed. Chinn, Philip C., Ed.
Exceptional Asian Children and Youth. An ERIC
Exceptional Child Education Report.
Council for Exceptional Children, Reston, Va.;
ERIC Clearinghouse on Handicapped and Gifted
Children, Reston, Va.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86586-165-X
Pub Date—36

and Improvement and Improvemen

Reston, VA 22091 (\$7.00, \$5.95 members; Publication No. B620.

Pub Type—Collected Works—Proceedings (021)—
Reports—Descriptive (141)—Information Analyses—ERIC Information Analysis Products (071)

EDRS Price—MFDL/PC04 Plus Pustage.
Descriptors—Asian Americans, Child Rearing,
"Cultural Differences, Curriculum Development, Delivery Systems, Demography, "Disabilities,
"Educational Needs, Elementary Secondary Education, "Ethnic Groups, Family Characteristics,
"Gifted, Indochinese, Limited English Speaking,
Pacific Americans, Parent Attitudes, Psychoeducational Methods, "Student Characteristics, Student Characteristics,

Pacific Americans, Parent Attitudes, Psychoeducational Methods, "Student Characteristics, Student Evaluation
Intended as a means of sharing information with educators and other professionals who work with exceptional Asian American children and families, the monograph includes six papers growing out of a symposium and addressing issues related to demographics, characteristics and needs, parents and families, assessment, and curriculum and service delivery models. In the paper "Demographic Characteristics of Exceptional Asian Students," Kenyon S. Chan and Margie K. Kitano emphasize the diverse nature of cultural groups included in the term "Asian and Pacific Americans" and address demographic characteristics of these groups. Philip C. Chinn and Maximino Plata, in "Perspectives and Educational Implications of Southeast Asian Students," provide a comprehensive discussion of the unique problems of Indo-Chinese children. In "Psychoeducational Assessment of Asian Children and the use of interpreters. Sam Chan, in "Parents of Exceptional Asian Children," relates culture, child rearing practices, and parent perceptions of exceptionality to methods for working with parents and families. Margie K. Kitano, in "Girded and Talented Asian Students," examines another aspect of exceptionality and provides suggestions for working with gifted Asian and Pacific American children. "Donna M. Chan addresses the development of curriculum materials for Chinese children, based on their learning and perceptual styles. (CB)

ED 276 179

Cegelka, Patricia Thomas And Others

Educational Services to Handicapped Students
with Limited English Proficiency: A California
Statewide Study, An ERIC Exceptional Child
Education Report.

Council for Exceptional Children, Reston, Va.;
ERIC Clearinghouse on Handicapped and Gifted
Children, Reston, Va.
Spoas Agency—Office of Educational Research
and Improvement (ED), Washington, DC.

Report No.—ISBN-0-86586-166-8

Pub Date—86
Contract.—400-84-0010

Note—122p.; For a related document, see ED 254 ED 276 179 EC 190 945

Note—122p.; For a related document, see ED 254

967.

Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (\$8.00, \$6.80 members; Publication No. 8621.

cation No. Be21. ub Type— Reports - Research (143) — Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products

Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF91/PCDS Plus Poetage.
Descriptors—Administration, Annotated Bibliographies, Bias, Cultural Differences, "Delivery Systems, "Disabilities, Elementary Secondary Education, Incidence, "Limited English Speaking, Needs Assessment, Parent Role, Spanish Speaking, State Surveys, "Student Packed Assessment, Parent Role, Spanish Speaking, State Surveys, "Student Evaluation, "Student Piccement, Teacher Characteristics, "Teaching Methods Identifiers—"California A product of a statewide (California) survey of 104 school districts and 9 county educational sgencies, the report focuses on promising practices for use with handicapped children of limited English proficiency (LEP). In Phase One, seven categories of promising practices or program attributes were identified:(1) first and accord language development, (2) cultural considerations, (3) teacher competencies and staff development, (4) administrative interface and collaboration, (5) nonbisaed assessment, (6) educational placement and programming, and (7) parent involvement. The area of promising practice most frequently identified by survey particent was nonbiased assessment and programming, and (7) parent involvement. The area of promising practices included the proportional representation of LEP students in special education, frequent consideration of language problems in the assessment of LEP students in special education, frequent consideration are grouped according to the seven categories for promising practices. The final phase is an analysis and summary of findings for each of the seven categories of promising practices. The final phase is an analysis and summary of findings for each of the seven categories. The need for the field to focus more on qualitative questions of program placement and educational delivery as well as on ways to more meaningfully involve parents is stressed. Appendices provide (1) a breakdown of the components of each of the pro

ED 276 180

Oversight Hearings on the Rehabilitation Act. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, First Sassions (Washington, DC, June 11, June 25, and July 17; Bozeman, MT, Angust 27; and Honolula, HI, November 26, 1985). Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date—Nov 85

Note—599p.; Serial No. 99-85. Many parts of the document contain small print.

Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (990)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—Advocacy, \*Disabilities, \*Federal Legislation, Hearings, Opinions, \*Organizations (Groups), \*Rehabilitation, \*Vocational Rehabilitation. ED 276 180 **EC 190 946** 

tation
Identifiers—Congress 99th, Reauthorization Legislation, \*Rehabilitation Act 1973
The transcript of the 1985 House of Representatives hearings on reauthorization of the Rehabilitation Act of 1973 contains verbatim testimony and committee questions, prepared statements, letters, and supplemental material. Organizations providing testimony or statements include the following: Council of State Administrators of Vocational Rehabilitation, individual state rehabilitation offices, Easter Seal/Goodwill Foundation, Gallaudet College, National Rehabilitation Counseling Association, National Council for the Handicapped, National Head Injury Foundation, Office of Special Education and Rehabilitation Services, Office of Technology Assessment, Rehabilitation Research

and Training Center, American Association Community and Technical Colleges, and Protect and Advocacy Agency. (DB)

ED 276 181 EC 190 947

McIntyre, Thomas Child Abuse and the Educator: A Review of Litera-

McIntyre, Thomas
Child Abuse and the Educator: A Review of Literature.

Child Abuse and the Educator: A Review of Literature.

Pub Dato—[86]
Note—27p.
Pub Type— Information Analyses (070)
EDRS Price - MF91/PC02 Plus Poetage.
Descriptors—"Child Abuse, "Child Neglect, Definitions," Educational Needs, Elementery Secondary Education, Incidence, Individual Characteristics, "Legal Responsibility, Literature Reviews, Prevention, "School Role, Sexual Abuse, "Teacher Role
The literature review examines issues of child abuse, and gives information on: incidence figures; symptoms of abuse; characteristics of the abused and their families; knowledge level of educators; and the role of the schools in preventing, detecting, and reporting abuse or neglect. Teachers often do not know the signs of abuse or the legal requirements for reporting it. The document concludes that teachers need to be provided with appropriate training in this area; they need as efficient, delineated referral process for reporting abuse and neglect discovered by school personnel; individual teachers need to take responsibility by such actions so obtaining witnesses and keeping records; the schools need to assist families in the development of better persenting skille, and students need to know how they can avoid sexual abuse. (DB)

ED 276 182

ED 276 182 EC 190 948

ED 276 182

ED 276 182

ED 276 182

Giongreco, Michael F. And Others
Initiating Change at the Local Level: Delivery of
Educational Services to Students with Moderate
to Profound Handicapping Conditions.
Pub Date—Jun 86

Note—18p; Paper is based on a paper presented to
a sension of the School Leaders Institute on Integration of Students with Handicapping Conditions
sponsored by the Center on Human Policy
(Syracuse, NY, January 1986).
Pub Type—Reports - Descriptive (141)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Change Strategies, "Community
Role, Elementary Secondary Education, "Experiential Learning, Moderate Mental Retardation,
Program Development, Rural Education, "Severe
Disabilities, "Severe Mental Retardation, "Vocational Education
Identifiers—Cayuga Onondaga Board Cooperative
Educ Services, "Community Based Education
The paper describes program initiatives undertaken during the 1984-85 school year by a rural
educational cooperative, the Cayuga-Onondaga
Board of Cooperative Educational Services (New
York State), in an effort to bridge the gap between
"current best practices" and local educational program opportunities for 110 achool-aged students
with moderate, severe, and profound handicapping
conditions. Initiatives included placing 95 of the
students in programs located within chronologically
age-appropriate integrated schools, placing most
students in heterogeneously grouped classes, developing a system-wide functional curriculum, increasing amounts of small group community-based variences, such as occupational or physical therapy),
and initiating a longitudinal community-based vocational preparation programs. Eight major factors decitalysts for change; a clearly stated philosophical position; short, medium, and long range plans,
persistence; and ongoing staff development. (DB)

ED 276 183

EC 290 949

Noter 183

East 270 183 EC 190 949
Directory of National Information Sources on Handicagning Conditions and Related Services.
Fourth Edition.
Russell (Harold) and Associates, Inc., Waltham,
Mass.

ns Agency—National Inst. of Handicapped Re-arch (ED), Washington, DC. Date—Jun 86 Spons Agen

search (ED), Washington, DC. Pub Date—Jun 86 Note—353p. Available from—Superintendent of Documenta U.S. Government Printing Office, Washington Pub Type— Reference Materials - Directories/Cat-

aloga (132)

EDRS Price - MFUL/PC15 Plus Poetage.
Descriptors—Advocacy, Athletics, Clearinghouses,
Consumer Education, Databases, "Disabilities,
Federal Programs, Health Programs, Health Services,
Federal Programs, Health Programs, Health Services,
Information Organizations, "National
Organizations, Professional Associations, Rehabilitation Programs, Religious Organizations, Vocational Education
This directory, compiled as a reference tool for
information and service providers, lists and briefly
describes national level organizations which provide
information about disabilities and direct services to
disabled individuals. Organizations are categorized
as: advocacy, consumer, and voluntary health organizations (124); information/data banks/research
(86); data base vendors (3); federal government
other than information units (25); professional and
trade organizations (71); facilities, schools, clinics
(19); service organizations (29); and international
organizations (7). Appendices include a list of religious organizations (71); facilities, schools, clinics
(19); service organizations (29); and international
organizations (7), and information and treatories of services and resources for
disabled persons (13); and an index which lists all
organizations by handicapping conditions and by
areas (such as architectural barriers, mobility, etc.).
Each entry provides information on the handicapping condition served, users served, organization
fortied description), and information services provided. (CB)

EC 190 950 ED 276 184

ED 276 184 EC 190 950
Roberts, Jonne Erwick Henderson, Frederick W.
The Effects of Otitis Media on Speech and Language, Final Report for 1983-1984.
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC. Research Projects

Branch. Pub Date-28 Oct 84

Grant-G008302191

Grant—GOE3/02191
Note—25p.; For the 1982-83 report, see ED 254
025. Several pages may not reproduce well due to
marginal legibility.
Pub Type—Reports - Research (143)
EDRS Price - MF9L/PC01 Plus Postage.
Descriptors—"Black Youth, Disadvantaged Youth,
Handicap Identification, "Hearing Impairments,
"High Risk Students, "Incidence, Longitudinal
Studies, Fhonology, Preschool Education, Socioeconomic Influences, "Special Health Problems,
Speech Evaluation, "Speech Handicaps, Speech
Skills, Speech Tests
Identifiers—Goldman Fristoe Test of Articulation,
"Otitis Media

Identifiers—Gole
Otitis Media

Identifiers—Goldman Fristoe Test of Articulation,

\*Otitis Media
This study, part of a 4-year longitudinal project, examined the possible relationship between persistent otitis media (middle ear disease) in early childhood and speech and language functioning. Subjects were 38 black preschool children between 3 and 7 years of age who, although normal in intellectual and verbal functioning, were identified as at high risk for poor school performance because of socio-economic and cultural factors. Data were recorded over 2 years regarding occurrence of otitis media (with children screened once a month); speech production accuracy (using the Goldman Fristoe Test of Articulation which also assessed the number of consonants in error); and language form, content, and use (using the Systematic Analysis of Language Transcripts computer program). Results of analyses showed no relationship between incidence of otitis media and number of consonants in error on the articulation test. The error and process rate for the subjects appeared to be within the range of normally developing children. The data did suggest that children with more otitis media in their history had less intelligible conversational speech. It is concluded that the results support only a slight otitis media speech relationship for high risk disadvantaged children. (CB)

ED 276 185

EJJ 276 185
Special Education: Financing Health and Educational Services for Handicapped Children. Briefing Report to the Chairman, Subcommittee on Select Education, Committee on Education and Labor, House of Representatives.

General Accounting Office, Washington, D.C. Div. of Human Resources.

Report No.—GAO/HRD-86-62BR
Pub Date—Jul 86

Note—38p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free, additional copies \$2.00; 25% discount for 100 or more copies to a single address). Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Access to Education, \*Agency Cooperation, Block Grants, Children, \*Diasbilities, Educational Finance, Educational Legislation, Elementary Secondary Education, \*Financial Policy, \*Financial Support, Residential Care, Reponsibility, School District Spending, School Health Services, \*Shared Resources and Services, Special Education, \*State Agencies Identifiers—Connecticut, Education for All Handicapped Children Act, Maryland To obtain information concerning interagency agreements which use the resources of various state agencies to serve handicapped children, state agency officials in Connecticut, and Maryland responsible for establishing and implementing such agreements were interviewed by Government Accounting Office officials, and pertinent documents were reviewed. In Connecticut, information was obtained on agreement: (1) to obtain third-party re-imbursement to local school districts for school-based health services to handicapped children and Youth Services and of Education to chare care and education costs of handicapped children in residential care. In Maryland, information was obtained regarding an executive order designed to encourage interagency cooperation through use of coordinating councils at the state and local levels which review recommendations for residential placements. This document includes state views about factors essential to establishing and implementing such interagency agreements (sufficient subtority needed, agency official commitment, planning and lead time, commitment of resources). Legislative language designed to clarify financial responsibility for required services, encourage the use of interagency agreements requested by the sub

ED 276 186

Crandall, Kathleen Eilers. And Others

A Status Report of Carriculum Processes in Programs Serving Deaf Students. Systematic Collaborative Outreach Project Effort (SCOPE).

Final Report.

Gallaudet Coll., Washington, D.C. Pre-College Programs; National Technical Inst. for the Deaf, Rochester, N. Y.

Spons Assency—Densytment of Education, Washington, Deaf, Rochester, N. Y.

Gallaudet Coll., Washington, D.C. Pre-College Programs; National Technical Inst. for the Deaf, Rochester, N. Y.
Spons Agency—Department of Education, Washington, DC.
Pub Date—Nov 85
Note—98p.
Pub Type—Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MP01/PCb4 Plus Postage.
Descriptors—"Administrator Attitudes, Basic Skills, "Carriculum Development, activation Evaluation, Day Schools, "Deafness, Elementary Secondary Education, Faculty Development, Instructional Materials, "Media Selection, National Surveys, Residential Programs, "Teacher Attitudes Institute for the Deaf, Systematic Collaborative Outreach Project Effort A national survey investigated curriculum processes in programs serving deaf students. The survey was part of a larger project undertaken by the Systematic Collaborative Outreach Project Effort (SCOPE). A representational sample of teschers (N = 308) and administrators (N = 47) from snall, medium, and large day schools and from medium or large residential programs was surveyed. Respondents were queried for the following information: (1) a curriculum development and monitoring; (3) curriculum training efforts; (4) use of instructional materials; and (3) curriculum review and revision procedures. Results indicated that large day school programs were most likely to have documented curriculum components. Both day and residential schools affirmed a need to use curriculum specifically designed for deaf students; however, day

schools more often choose to or were required to modify existing state curricula, while residential schools more often chose to develop their own curricula. Large programs reported providing a greater variety of training activities than did smaller programs. Teachers were often responsible for developing, monitoring, reviewing, and revising curricula. School officials and teachers relied more on internal than external sources to identify strength and weaknesses in their curricula. Resultant recommendations focus on training activities for teachers, documentation of curriculum components, teacher use of print media, and information dissemination of available curricula. Appendices include the administrators' survey instrument, the teachers' survey instrument, and graphs of data. (CB)

ED 276 187

EC 190 953

strument, and graphs of data. (CB)

ED 276 187

Gelb, Streen A.

Prom Moral Imbecility to Maladaptive Behavior:

The Social Construction of Educable Mental
Retardation.

Pub Date—18 Apr 86

Note—36p; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 18, 1986).

Pub Type— Opinion Papers (120) — Information
Analyses (070)

EDRS Price - MF91/PC02 Plus Postage.

Descriptors—"Adaptive Behavior (of Disabled),
Classification, "Economically Disadvantaged,
"Labeling (of Persons), "Mental Retardation, Socioeconomic Status, Trend Analysis

The paper presents the thesis that mild mental
subnormality developed as a "scientific," hence natural, explanation for the socially unacceptable behavior of economically marginal persons. The
history of such labels as "moron," "imbecile," and
"moral imbecile" is traced to the late 19th century
emphasis on biology and genetics in human affairs.

This focus led to the belief that criminal behavior
was caused by mental deficiency and thus provided
justification for massive institutionalization of people who did not meet societal expectations. The
development of intelligence tests led to what was
considered a scientific method of identifying the
feebleminded" persons could perform at higher levels
than had previously been thought and some special
educators credited special education with the new
conspetence of the feebleminded. After the war new
classification systems evolved based on social competence. Definitions of mental retardation by the
American Association on Mental Deficiency included the construct of "adaptive behavior" which
was difficult to measure reliably. Despite current
confusion regarding definition, the mildly retarded
of today are still drawn from economically marginal
backgrounds. Thus mild mental subsormality continues to be as much a political as a scientific issue.

A six-page reference list concludes the document.

(DB)

(DB)

ED 276 188

Foder, John H. Kibria, K. F. M. Gholam

Learning Disabilities among Primary School Calldran in Botswana: A Pilot Study.

Pub Date—Apr 86

Note—43p.; Paper presented at the Annuai Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). This research supported by a grant from the Research and Publications Committee of the University of Botswana.

Pub Type—Reports - Research (143)

EDRS Price - MF61/PC02 Plus Postage.
Descriptors—Aptitude Tests, Behavior Rating Scales, "Cultural Differences, Developing Nations, Elementary Education, Foreign Countries, "Handicap Identification, "Incidence, "Learning Disabilities, Perceptual Motor Coordination, "Screening Tests, "Student Evaluation, Teacher Attitudes, Teacher Response Identiffers—"Botswana

A pilot study attempted to document the existence and incidence of learning disabilities (LD) among primary school children in Botswana. The study also sought to identify effective identification procedures and to determine if LD students are unique to technologically-oriented societies. Data were coilected on 620 children from 4 schools (2 Engish-speaking and 2 Tswana-speaking schools) through various methods: (1) teacher identification of possible LD children; (2) a researcher-developed

behavior rating scale; (3) the Developmental Test of Visual Motor Integration (Beery and Buktenics, 1967); (4) Short Form Test of Academic Aptitude, a derivation of the California Test of Mental Maturity (Sullivan, Clark, and Tiegs, 1970); and (5) school performance. Results of these procedures indicated that LD students do exist in Botswans primary schools, since teachers identified 8-11 percent of the sample as LD, the Behavior Rating Scale identified about 13 percent, and the integration test identified about 6 percent. Both the behavior rating scale and the integration test were most effective as acreening devices for determining children who are not learning disabled. Bvidence of the existence of LD children in Botswans suggests that there may be a neurological or genetic rather than strictly environmental interpretation of the origin of learning disabled. Str.

ED 276 189 **EC 190 955** EAJ A/O 1879 BC 190 93 Schock, Nancy C. The Child with Muscular Dystrophy in School. Revised. Pub Date—85 Note—22p.

Pub Date—85
Note—22p.
Available from—Nancy C. Schook, 8 Marrett Rd.,
Lexington, MA 02173 (\$2.50 prepaid; \$4.00 if
invoiced).
Pub Type—Guides - Non-Classroom (055)
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Accessibility (for Disabled), \*Assistive Devices (for Disabled), Career Guidance, Elementary Secondary Education, Home Instruction, \*Mainstreaming, Peer Relationship, \*Physical Disabilities, Physical Education, Education, Education, Education, Education, Education, Education, Education, Physical Education, E

ED 276 190

Barker, Linda Toms: And Others

Comprehensive Evaluation of the Title VII, Part B, of the Rehabilitation Act of 1973, as Amended, Centers for Independent Living Program. Final Report and Appendices.

Berkeley Planning Associates, Calif.; Center for Resource Management, Hampton, NH; Kannas Univ., Lawrence. Research and Training Center on Independent Living.

Spons Agency—Rehabilitation Services Administration (ED), Washington, DC.

Pub Date—May 86

Contract—300-84-029

Note—352p.; For the executive summary, see EC 190 957.

Available from—Berkeley Planning Associates,

community agency representatives in 40 centers. Among findings were that more than 48,000 disabled persons were served by the 121 responding centers; that 17% of the 990 responding consumers were severely disabled; that the centers provided a wide range of services (i.e., advocacy, independent living skills training, peer counseling); that Part B funds comprised 44% of center budgets with three-fourths of budgets going to direct client services; and that over 90% of consumer respondents reported gaining from center services. Following the executive summary and introduction, this report presents an overview of the program, characteristics of center consumers, services provided, consumer outcomes, consumer participation, descriptions of the development of community options for independent living, and information regarding management of the centers. Six appendices present such information as the development of evaluation standards, study methodology, and a summary of performance on each evaluation standard. (DB)

EC 190 957 omprehensive Evaluation of the Title VII, Part B, of the Rehabilitation Act as Amended. Centers for Independent Living Program. Executive Summary. ED 276 191

for Independent Living Program. Executive Summary.
Pub Date—86
Note—9p.; For the final report, see EC 190 956.
Available from—Berkeley Planning Associates, 3200 Adeline St., Berkeley, CA 94703 (51.50).
Pub Type—Reports - Evaluative (142)
EDRS Price - MFBI-/POBI Plus Postags.
Descriptors—Agency Cooperation, "Client Characteristics (Human Services), "Daily Living Skills, Delivery Systems, "Disabilities, Federal Legistion, "Federal Programs, Frinancial Support, Outreach Programs, Participative Decision Making, "Program Effectiveness, "Program Evaluation, Rehabilitation Centers, Vocational Training Centers

\*\*Program Effectiveness, \*\*Program Evaluation, Rehabilitation Centers, Vocational Training Centers (Centers) (Centional Training Centers) (Centers) (Centers

ED 276 192 EC 190 958 Developmental Handicaps: Prevention and Treatment. A Cooperative Project between University
Affiliated Facilities and State MCH/CC Pro-

Affiliated Pacilities and State MCH/CC Programs.

American Association of Univ. Affiliated Programs for the Developmentally Disabled, Washington, DC.; John F. Kennedy Inst., Baltimore, MD.; Johns Hopkins Univ., Baltimore, Md. Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

Pub Date—83

Crant.—DHIS.PHS.MCH917

Grant-DHHS-PHS-MCH917

Note—11619, For other documents in this series, see EC 190 959-961.
Pub Type—Information Analyses (070) — Reports
- Descriptive (141)
EDRS Price - MP01/PC05 Plus Postage.
Descriptors—\*Agency Cooperation, Cooperative

Planning, Cooperative Programs, Coordination, "Developmental Disabilities, "Diseases, Higher Education, "Infants, Mothers, Multiple Disabilities, Pregnancy, "Prenatal Influences, Prevention, Universities Identifiers—"Barly Intervention, Title V State Material and Child Health Programs, University Af-

Identifiers—"Early Intervention, Title V State Material and Child Health Programs, University Affiliated Facilities

The first in a series of three publications which address the prevention and treatment of developmental handscaps, this volume includes sections on developmental issues and the consideration of link-ages. Section I includes the four following papers: "Early Intervention: The State of the Art" (N. Johnson and H. Chamberlin); "Intellectually Limited Mothers" (R. Kaminer and H. Cohen); "Relationship of Prenatal Care to the Prevention of Mental Retardation and Other Problems of Pregnancy Outcome" (C. Berg and I. Emanuel); and "The Human Cost of Chronic Illness" (H. Irvys and P. Magrab). The second section focuses on existing working acrangements, or linkages, between Title V Maternal and Child Health programs and university affiliated facilities (LAPs) which train personnel in interdisciplinary service delivery, conduct research, and provide services to persons with developmental disabilities and other multiply handicapping conditions. Included in this section are examples of current working relationships and a review of changes occurring within Title V programs that will affect future agreements. (TW)

ED 276 193

EC 190 959

ED 276 193 ilopmental Handicape: Prevention and Treat-nt, II. A Cooperative Project between Univer-y Affiliated Facilities and State MCH/CC

stry Affiliated Facilities and State McH/CC Programs.

John F. Kennedy Inst., Baltimore, MD.; Johns Hop-kim Univ., Baltimore, Md.

Spons Agency—Health Resources and Services Ad-ministration (DHHS/PHS), Rockville, MD. Of-fice for Maternal and Child Health Services.

Pub Date—Aug 84

Grant—DHHS-PHS-MCH917

Note., 135: 100 of the documents in this paries.

Grant—DHHS-PHS-MCH917
Noto—135p.: For other documents in this series, see EC 190 958-961.
Pub Type—Information Analyses (070) — Reports - Descriptive (141)
EDRS Price - MF91/PC96 Plus Postage.
Descriptors—Adolescents, "Agency Cooperatios, Clinical Diagnosis, Cooperative Planning, Cooperative Programs, Coordination, Delivery Systems, "Developmental Disabilities, "Diseases, "Health Services, "Interdisciplinary Approach, Needs Assessment, Pregnancy, Prenatal Influences, Prevention, Regional Programs, Universities

Needa Assessment, Pregnancy, Prenatal Influences, Prevention, Regional Programs, Universities
Identifiers—Fetal Alcohol Syndrome, Iowa, "Title
V State Maternal and Child Health Programs,
"University Affiliated Facilities
Second in a series of three publications which address the prevention and treatment of developmental handicaps, the volume continues the effort to expand working relationships among university affiliated facilities (UAFs) and Title V Maternal and Child Health Programs. Five papers in Section I address developmental issues as of 1984: "Prenatal Diagnosis: The State of the Art" (I. Burney, A. Walker, K. Dumars); "The Fetal Alcohol Syndrome" (B. Ouellette); "Adolescents with Chronic Illaeus or Disability" (R. Nelson); "Methodology for Forceasting Service Needs for Chronically Ill and Developmentally Handicapped Persons" (P. Davidson and K. Roghmann); and "Regionalization of Health Service Systems" (A. Crocker). In Section II, E. Eklund updates linkages between UAFs and state and local Title V programs through a quantitative summary of reported collaborations as well as descriptive examples. A final paper by J. MacQueen (The Integration of Public Services for Handicapped Children: Myth or Reality") outlines an interdisciplinary approach in Iowa to the full spectrum of assessment, rehabilitation, program planning, and integration of services. (JW)

ED 276 194

EC 190 960 ED 276 194 Developmental Handicaps: Prevention and Treat-ment, III. A Cooperative Project between Uni-versity Affiliated Facilities and State MCH/CC

Programs.
American Association of Univ. Affiliated Programs
for Persons with Developmental Disabilities, Silver Spring, MD.; John F. Kennedy Inst.,
Baltimore, MD.; Johns Hopkins Univ., Baltimore,

Spons Agency-Health Resources and Services Ad-

ministration (DHHS/PHS), Rockville, MD. Of-fice for Maternal and Child Health Services. Pub Date—Nov 85 Grant—DHHS-PHS-MCH917

fice for Maternal and Child Health Services. Pub Date—Nov 85
Grant—DHHS-PHS-MCH917
Note—117p; For other documents in this series, see EC 190 958-961.
Pub Type—Information Analyses (070) — Reports - Descriptors—"Agency Cooperation, Assistive Descriptors—"Agency Cooperation, Assistive Devices (for Disabled), Communicable Diseases, Community Health Services, Cooperative Planning, Cooperative Programs, Coordination, "Delivery Systems, "Developmental Disabilities, "Diseases, Genetics, Higher Education, Intervention, Prevention, Rehabilitation, Technology, Universities
Identifiers—Barly Intervention, Fragile X Syndrome, "University Affiliated Facilities
Third in a series on the prevention and treatment of developmental handicaps, this publication focuses on linkages among the network of university affiliated facilities (UAPs) and Title V Maternal and Child Health Programs. Four papers in Section I address the following developmental issues as of 1985: "Serious Viral Infection in Developmentally Disabled Persons: Threat to Normalization?" (Palmer, et al.); "Promises and Concerns of Technological Intervention for Children with Disabilities" (M. McPhenson); and "The Fragile-X Syndrome" (D. Meryssh). In Section II, B. Ekhund updates linkages among UAPs and local Tritle V programs and, in a second paper, reports on a survey of inservice/preservice training needs of state Maternal and Child Health and Crippled Children's programs. The volume concludes with a listing of all papers published in the series, as well as related resource information. (JW)

ED 276 195
EC 190 961
1985-1986 Resource Guide to Organizations Concerned with Developmental Handicage.
American Association of Univ. Affiliated Programs for Persons with Developmental Disabilities, Silver Spring, MD.; John F. Kennedy Inst., Baltimore, MD.; Johns Hopkins Univ., Baltimore,

pons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

Pub Date—85
Grant—DHHS-PHS-MCH917
Note—225p; For related documents, see EC 190

Grant—DHHS-PHS-MCH917
Note—25p; For related documents, see EC 190
958-960.
Pub Type— Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF91/PC99 Plus Pestags.
Descriptors—Advocacy, "Developmental Disabilities, Health Personnel, Higher Education, "Hospitals, Information Services, "Information Services, "Information Services, "Information Sources, "Public Agencies, Referral, Rehabilitation Programs, Special Education, "State Agencies, "University Affiliated Facilities Section 1 of this two-part guide lists 48 university affiliated facilities (UAFs) for persons with developmental disabilities. Staff names and phone numbers for administrative personnel, primary activity coordinators, projects, programs, and disciplines are provided. Section I also lists mental retardation research centers by state. A resource index offers a cross-reference that allows the user to locate resources by subject category (e.g., assistive devices, chronic illness, family support, prenatal diagnosis). Section II lists addresses and administrative staff names and phone numbers for selected government agencies and programs. Among these are the following: Administration on Developmental Disabilities (including Developmental Disabilities Councils by state, and state protection and advocacy agencies); National Institute of Child Health and Human Development, Mental Retardation and Developmental Plashilities Branch; Department of Education, Office of Special Education and Rehabilitantive Services (including state directors of special education); and the Consortium for Clitzens with Developmental Disabilities. Contact information is provided for the national Shared Communication and Assistance Network (SCAN), a systematic information and referral system for state and local

information resources, referral services, and na-tional databases. (JW)

ED 276 196 EC 190 962

ED 276 196

Walker, Sylvia. Ed. And Others

Equal to the Challenge: Perspectives, Problems, and Strategies in the Rehabilitation of the Non-white Disabled. Proceedings of the National Conference of the Howard University Model to Improve Rehabilitation Services to Misserity Populations with Handicapping Conditions (1994). Mosograph Series Number Two.

Howard Univ., Washington, D.C. School of Education.

noi of Ednos

Spons Agency—National Inst. of Handicapped Re-search (ED), Washington, DC. Pub Date—May 86 Grant—G008300167

Grant—G008300167
Note—142p.; Proceedings of the National Conference/Training Workshop "Meeting the Challenge of Providing Rehabilitation to Nonwhite Persons with Disabilities" (November 7-9, 1984). For selected papers see EC 190 963-966.
Available from—Center for the Study of Handicapped Children and Youth, 2900 Van Ness St., N.W., Holy Cross Bldg., Suite 100, Washington, DC 20008 (\$12.00).
Pub Type—Collected Works - Proceedings (021)—Opinion Papers (120) — Information Analyses (070)

(070)
EDRS Price - MF01 Plus Postage. PC Net Available from EDRS.
Descriptors—Adaptive Behavior (of Disabled), Blacks, Career Development, \*Disabilities, Educational Media, \*Bducational Needs, Educational Resources, \*Futures (of Society), Higher Education, Highanic Americans, Incidence, Information Services, \*Minority Groups, Professional Development, \*Rehabilitation Programs, Social Support Groups, Sociocultural Pattern, \*Sociocultural Pattern, \*Sociocultur

"Socioconomic Influences, Vocational Rehabilitation
The proceedings of a 1984 conference on improving refabilitation services to minority populations with handicaps contains 24 papers grouped into six sections. Two papers in the first section focus on changes which have occurred in the rehabilitation systems and current challenges. The second section, which focuses on research, contains five papers that explore innovative approaches, social support in disease and disability, frequency and distribution of disabilities among Blacks, and service delivery issues at referral and closure. Section III contains four papers which discuss medical and acciocultural aspects of disability such as Blacks and physical disability and the role of disabiled Hispanics. The impact of media, technology, and assistive technologies on the nonwhite disabled population is considered in the three papers in Section IV. The fifth section discusses preparation of professionals and career development for the disabled and contains five papers which look at college based training, the training of speech-language pathologists, access for nonwhite disabled subments to community colleges, nontraditional career approaches, and a New York work experience program. The final section contains five papers which pertain to the development and utilization of community-based resources, support systems (the Black church, local resources), and political means, and advocacy mechanisms to promote rehabilitation of the nonwhite disabled. (CB)

ED 276 197 EC 190
Anderson, Elizabeth H. Fenderson, Douglas A.
Past and Present Implications for Rehabilitation EC 190 963

Past and Present Implications for Rehabilitation. Section I.
Pub Date—May 86
Note—10p.; In: Walker, Sylvia, Ed. And Others. Equal to the Challenge: Perspectives, Problems, and Strategies in the Rehabilitation of the Non-white Disabled. Proceedings of the National Conference of the Howard University Model to Improve Rehabilitation Services to Minority Populations with Handicapping Conditions (1984); see EC 190 98-2.
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Descriptive (141)

(141)

(141)
EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.
Descriptors—Advocacy, "Blacks, "Disabilities, "Federal Aid, "Federal Programs, History, Incidence, "Minority Groups, Negative Attitudes, "Rehabilistation Programs, "Research and Development Centers, Staff Role, State Aid

This document contains two papers about past and present implications for rehabilitation given at a national conference on the needs of the nonwhite disabled population. In the paper "Rehabilitation for the Nonwhite Disabled: A Formidable Challenge," E. Anderson states that blacks are overrepresented among the handicapped in America. Through discussion of the impact of federal cut-backs on handicapped minorities and of negative attitudes toward the handicapped, Anderson calls for intense advocacy by those who work with, support, and represent the minority handicapped. In the paper "Redefining the Unacceptable," D. Fenderson presents a historical overview of the emerging role of rehabilitation and related services and how they have evolved to reflect conventional approaches. The formation of the National Institute of Handicapped Research, and its funding options designed to support grants to improve services to special populations, are highlighted. (CB)

cial populations, are highlighted. (CB)

ED 276 198

Atkins, Bobbie J. And Others
Research Fecus. Section II.
Pub Date—May 36
Note—41p; in: Walker, Sylvis, Ed. And Others.
Equal to the Challenge: Perspectives, Problems, and Strategies in the Rehabilitation of the Non-white Disabled. Proceedings of the National Conference of the Howard University Model to Improve Rehabilitation Services to Minority Populations with Handicapping Conditions (1984); see EC 190 962.
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adaptive Behavior (of Disabled), Blacks, Counselor Role, Delivery Systems, "Disabilities, Diseases, Family Environment, "Incidence, "Minority Groups, Racial Differences, Research Needs, "Social Support Groups, "Vocational Rehabilitation
Pive papers, discussing research on nonwhite disabled persons, were presented at a 1984 conference

dence, "Minority Groups, Rachai Diretences, Research Needs, "Social Support Groups, "Vocational Rehabilitation
Five papers, discussing research on nonwhite disabled persons, were presented at a 1984 conference on the needs of this population. In "Innovative Approaches and Research in Addressing the Needs of Nonwhite Disabled Persons," B. J. Atkins examines counseling approaches and research needs. In "The Role of Social Support in Diseases Severity in Chronically Ill Black Patients," F. Belgrave and D. Moorman-Lewis report on a study indicating that social support was significantly associated with disease severity in black adults with sickle cell disease or disbetes. In "Patients' Perceptions of Their Adjustment to Disability and Social Support in a Community-Based Teaching Hospital," S. Miller reports that family and social work support are significant factors in the adjustment of patients to a disability. In "Prequency and Distribution of Disabilities among Blacks: Preliminary Findings," S. Walker, et al., discuss a study which found that disabled whites were 2 or 3 times more likely to be clients of a sample of 27 service agencies despite census dats indicating a higher incidence of disabilitation Service Delivery Issues at Referral (02) and Closure (08, 26, 28, 30) in Serving Select Disabled Persons," M. G. Ross and I. M. Biggi report that the traditional vocational rehabilitation model appeared to be responding to and affects white clients in predictable and consistent ways, while its impact on nowhite clients in predictable and consistent ways, while its impact on nowhite clients is consistently different. (CB)

EC 190 965 Thornhill, Herbert L. And Others
Medical and Sociocultural Aspects of Disability.

Medical and Sociocultural Aspects of Disability.
Section III.
Pub Date—May 86
Note—23p.; In: Walker, Sylvia, Ed. And Others.
Equal to the Challenger Perspectives, Problems, and Strategies in the Rehabilitation of the Nonference of the Howard University Model to 
Improve Rehabilitation Services to Minority Populations with Handicapping Conditions (1984); see EC 190 962.
Pub Tyree—Speeches/Meeting Papers (150)—Re-

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Information Analyses

ports - Research (143) — Illiotimator, comp. (070)

EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Descriptors—\*Blacks, Blindness, Communication Problems, Delivery Systems, "Disabilities, Ethnic Groups, "Hispanic Americans, "Incidence, Medical Services, Physical Disabilities, Rehabilitation

Programs, \*Sociocultural Patterns, \*Sociocoonomic Influences, Visual Impairments
This document contains four papers, discussing medical and sociocultural aspects of disability, presented at a national conference on the nonwhite disabled. In "Some Observations on Blacks and Physical Disability," Thornhill and Torres note the higher prevalence of physical disability among blacks and cite the example of more frequent lower extremity amputation. In "Sociocultural Aspects of Disability and Rehabilitation, "M. Wilson reviews initiatives in rehabilitation, examines access of ethnic minorities to rehabilitation, examines access of ethnic minorities to rehabilitation benefits, and compares cultural differences between ethnic minority groups and the white middle class. In his paper "Socio-Economic and Cultural Problems Affecting the Delivery of Rehabilitation Services to Hispanic Bilnd and Visually Disabled Individuals—Some Observations," R. Garza discusses the disabled Hispanic in terms of communication barriers, cultural background, family loyalities, and acceptance of rehabilitation. In "The Emerging Role of the Disabled Hispanics," A. Suazo considers the "double jeopardy" of disabled Hispanics—the economic, social, and educational problems suffered by the disabled segment. (CB)

EC 190 966

ED 276 200

ED 276 200
Florito, Eunice And Others
Media and Technology, Section IV.
Pub Date—May 36
Note—19p.; In: Walker, Sylvia, Ed. And Others.
Equal to the Challenge: Perspectives, Problems, and Strategies in the Rehabilitation of the Non-white Disabled, Proceedings of the National Coeference of the Howard University Model to Improve Rehabilitation Services to Minority Populations with Handicapping Conditions (1984); see EC 190 962.
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Information Analyses (070)

see EC 190 '99-Exected (143) — Information Analyses (070)

EDRS Price - MP01 Plus Postage, PC Not Avallable from EDRS.
Descriptors—"Accessibility (for Disabled), "Assistive Devices (for Disabled), Blacks, Church Role, "Disabilities, "Information Services, "Minority Groups, News Medis, Public Relations This document contains three papers about media and technology presented at a national conference on the nonwhite disabled. In "Overcoming" (B. Fiorito and J. Doherty), a comparison is made between treatment of blacks and the disabled as inferior citizens. Ways in which both populations can work more closely with the media to promote awareness and provide information are discussed. In "Images and Identity-In Marketing Adults with Disabilities in the Media," J. W. Fowler presents of Employment of the Handicapped to ameliorate negative images and stereotypes of the disabled. "New Assistive Technologies and the Nonwhite Disabled" (R. W. Nicholls) discusses the need for a partnership among disabled individuals, service providers, and manufacturers which could promote swareness, cost-effectiveness, availabilty, and equal access to sasistive technologies for the disabled, (CB)

ED 276 201

Sanders, Charles D. And Others
Preparation of Professionals and Career Development for the Disabled. Section V.

Pub Date—May 36

Note—26p; In: Walker, Sylvis, Ed. And Others.
Equal to the Challenge: Perspectives, Problems, and Strategies in the Rehabilitation of the Non-white Disabled. Proceedings of the National Conference of the Howard University Model to Improve Rehabilitation Services to Minority Populations with Handicapping Conditions (1984); see EC 190 962.

ulations with Handicapping Conditions (1984); see EC 190 962.

Pub Type— Guides - General (050) — Information Analyses (070) — Reports - Descriptive (141) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—"Accessibility (for Disabled), Blacks, Community Colleges, Community Resources, "Disabilities, "Minority Groups, Nontraditional Occupations, Postsecondary Education, "Rehabilitation Programs, Speech Therapy, "Therapy, Vocational Rehabilitation, Work Experience Programs. grams
This document contains five papers about resources, support systems, and advocacy presented at a national conference about the nonwhite disabled. The papers and authors are: (1) "A College-Based Rehabilitation Training Program for Working with the Nonwhite Disabled" (C. D. Sanders)-program components include attention to sensitivity training, communication skills, multicultural awareness, techniques of self-disclosure, and client counselor relationships; (2) "A Model for Training Speech-Language Pathologists to Meet the Unique Needs of Minority Individuals" (K. T. Payne)-the proposed model emphasizes clinical and leadership training for graduate level course work; (3) "Providing Access for Nonwhite Disabled Students to Community College Programs" (S. T. Vernon) describes the Center for Disabled Students Services of Chicago City-Wide College which has developed a model for service delivery that involves recruitment, intake assessment, orientation, referral services and direct services; (4) "Non-Traditional Career Approaches for Disabled Nonwhite Persons (S. Kapur) discusses strategies such as on-the-job training, pay remuneration at graduated levels as students master tasks, and a "school leavers program"; and (5) "Work Experience Program for Disabled Students in the CUNY System: Implications for the Nonwhite Disabled" (G. F. Wolinsky et al.) describes a model program that allows disabled college students to experience short-term unsubsidized employment and helps them develop skills in personal budgeting, banking, and self-support plans to cope with life. (CL)

EC 190 968

ED 276 202

Ruth, Bonnie And Others
Curriculum Development Process for Oral Communication in School-Agad Persons Who Are
Severely Handicapped, [Final Program Report,
September 1, 1984-August 31, 1985.]
Albemarie County Schools, Charlottesville, Va.;
Virginia Univ., Charlottesville. Dept. of Special
Education.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—85 Grant—PR023EH4006 Note—299p.; Some charts contain small, broken

Grant—PRO23BH4006
Note—299p.; Some charts contain small, broken type.

Pub Type— Guides - Non-Classroom (055) — Reports - Research (143)
EDRS Price - MP01/PC12 Plus Postage.
Descriptors—Communication Skills, "Curriculum Development, Daily Living Skills, Elementary Secondary Education, Expressive Language, "Individualized Instruction, Instructional Development, Interviewa, Naturalistic Observation, Normalization (Handicapped), Receptive Language, "Severe Disabilities, "Severe Mental Retardation, "Speech Communication Development, Percent of Cral Communication Development of the Curriculum Development Process for Oral Communication development Process for Oral Communication and Communication of the Curriculum Communication Communication of the Curriculum Communication Current and Future environments through interviews with parents/cargivers and teachers. These communication items are subjected to a detailed prioritization process (Phase 2) which establishes a hierarchy. Assessment of these items (Phase 3) is performed through systematic Observation of the activity in which the priority communication item occurs. Assessment of these items (Phase 3) is performed through systematic Observation of the activity in which the priority communication item occurs. Assessment of these items (Phase 3) is performed through systematic Observation of the activity in which the priority communication item occurs. Assessment of these items (Phase 3) is performed for the continuous control of the activity in which the priority communication item occurs. Assessment of these items (Phase 3) is performed for the continuous control of the activity in which the priority communication item occurs. Assessment of these items (Phase 3) is performed for the c

ED 276 203 EC 190 969 ED 276 203 EC 190 96 Sturges, Pamela A. Visual and Performing Arts and Exceptional Stu-dents: A Study of Exemplary Programs. Ontario Dept. of Education, Toronto. Report No.—ISBN-0-7729-1226-2

Document Resumes

Note—103p.

Available from—Publication Sales, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario MSS 196 Canada.

Pub Type—Reports - Descriptive (141) — Reference Materials - Bibliographies (131)

EDRS Price - MP01/PC0S Plus Peatags.

Descriptors—PArt Activities, Childrens Art, "Demonstration Programs, "Disabilities, Dramatic Play, Elementary Secondary Education, Tormatic Play, Elementary Secondary Education, Secondary Education, Secondary Education, Secondary Education, Secondary Education, Surveys, "Theater Arts, "Visual Arts lidentifiers—Ontario

The study examined exemplary programs in Ontario in the visual and performing arts (arts, crafts, music, movement, drama) for exceptional students at every age level and among every category of exceptionality. Interviews, observations, and questionnaires were used to gather data from 20-tieachers. Selected findings include the following: Teaches of slow learners favored action-oriented dramatic arts and music programs, as well as visual arts with tactile emphases, while teachers of gifted students designed programs that offered highly integrated approaches to the arts. As a whole, teacher-exerted significant efforts to individualize instruction. Teachers rarely had arts qualifications, and those who did acquired them subsequent to their basic training. Among recommendations are that special education teacher training ocurses include arts training; and that arts personnel offer teacher workshops on request. Appendices include the questionnaire and lists of participating teachers, arts associations/organizations, and arts resource personnel. An extensive bibliography comprises nearly half the document. Relevant publications are listed by category (arts, visual arts, drama, music, crafts, and dance, movement and puppetry). Records, films, videotapes, and slide presentations are included.

ED 276 204

EAJ 276 204

Guitar, Barry

Peters, Theodore J.

Stuttering: An Integration of Contemporary Therapies. Publication No. 16.

Speech Foundation of America, Memphis, Tenn.

Report No. —ISBN-933388-15-2

Pub Date—30

Note—690.

Available from—Speech Foundation of America.

P.O. Box 11749 BC 190 970

Note—69p.

Available from—Speech Foundation of America,
P.O. Box 11749, Memphis, TN 38111 (\$1.50 plus
handling charge of \$1.00 domestic, \$2.00 international, Publication No. 16).

Pub Type—Reports - Descriptive (141) — Guides
- Nose-Classroom (953)
EDRS Price - MP01/PC03 Plus Postage.
Descriptors—Adolescents, Adults, Behavior Modification, Children, Elementary Secondary Education, Preschool Children, "Speech Improvement,
"Speech Therapy, "Stuttering, Therapeutic Environment

"Speech Therapy, "Stuttering, Therapeutic Environment Identifiers—"Fluency Shaping Therapy, "Stuttering Modification Therapy In recent years, most disagreement about stuttering therapy has boiled down to a preference for one of two major approaches. Some clinicians have preferred to help stutterers learn not to avoid stuttering, but to approach it and to learn to stutter in simpler and easier ways, this approach is known as stuttering modification therapy. Proponents of the fluency shaping therapy, on the other hand, teach stutterers to speak in a fluent pattern that can be gradually shaped to normal sounding speech in all situations. This book illustrates how it is both possible and desirable to integrate and coordinate these two therapeutic approaches while still retaining the advantages of both. The five chapters address: (1) comparison of stuttering modification and fluency shaping therapies; (2) preliminary comments on disposition and restiment procedures; (3) the high school and adult stutterer; (4) the elementary school child who stutters; and (5) the preschool chilld who stutters;

Stattering Therapy: Transfer and Maintenasce.
Publication Ne. 19.
Speech Foundation of America, Memphia, Tenn.
Report No.—ISBN-0-933388-19-5
Pub Date—[84]

Note—101p.

Available from—Speech Foundation of America, P.O. Box 11749, Memphis, TN 38111 (31.50 plus handling charge of \$1.00 domestic, \$2.00 international, Publication No. 19).

Pub Type—Collected Works - Proceedings (021)—Guides - Non-Clasaroom (055).

EDBS Price - MP01/POLS Plus Postage.

Descriptors—\*Adaptive Behavior (of Disabled), Adolescents, Adults, \*Behavior Modification, Children, Self Concept, \*Speech Handicaps, \*Speech Improvement, \*Speech Therapy, \*Stutering, Therapeutic Environment, \*Transfer of Identifiers—Respensive, Butterning, Thransfer of Identifiers—Respensive, Butterning, \*Transfer of Identifiers—Respensive, \*Transfer of Identifiers—Respensive, \*Transfer of Identifiers—Respensive, \*Transfer

"Speech Improvement, "Speech Therapy, "Stuttering, Therapeutic Environment, "Transfer of Training Identifiers—Regressive Behavior This volume contains six papers presented by speech therapists at a conference dealing with principles and procedures that are crucial to transfer and maintenance of the modification of stuttering and the production of increased fluency. B. C. Conture, in "The General Problem of Change," addresses some of the general issues which affect the transfer of speech improvement skills learned during speech therapy to speech incidents outside of the therapeutic environment. In "Working with Children in the School Environment," D. E. Williams considers ways to accomplish—and some of the problems associated with—transfer and maintenance in stuttering therapy for elementary school aged children. The third paper, "Behavioral Transfer and Maintenance Programs for Adolescent and Adult Stutterers" by E. Boberg, discusses the rationale and strategies used in transfer and maintenance programs for development problems and balance, "B. Herstein considers the question of automaticity of fluent speech and whether it can be achieved and maintenanch through speech therapy. In "Body Concept, Self Concept and Balance," E. Versteeph-Vermeij encourages the addded dimension of body awareness, individual needs and self-concept development in speech therapy programs. J. G. Sheehan, "Relapse and Recovery from Stuttering," identifies sources and causes of relapse in stuttering and ways in which to make these factors work in favor of the stutterer. A final commentary paper by H. H. Gregory, highlights topics discussed at the conference, including attitude change; acceptance; therapy intervention; and maintenance. (CB)

EC 190 972 Stattering Therapy: Prevention and Intervention with Children. Publication No. 20. Speech Foundation of America, Memphis, Tenn. Report No.—ISBN-0-933388-22-5

Report No.—E Pub Date—82

Speech Foundation of America, Memphis, Tenn. Report No.—ISBN-0-93388-22-5
Pub Date.—82
Note.—147p.; Papers presented at the conference on "Evaluation of Disfluency, Prevention of Stuttering, and Management of Fluency Problems in Children; (Buanston, IL, 1982).
Available from.—Speech Foundation of America, P.O. Box 11749, Memphis, TN 38111 (\$1.50 plus handling charge of \$1.00 domestic, \$2.00 international, Publication No. 20).
Pub Type.—Collected Works - Proceedings (021) — Guides - Non-Clastroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors.—Adaptive Behavior (of Disabled), Behavior Modification, Children, Handicap Identification, "Intervention, Motor Development, "Prevention, Program Effectiveness, Speech Improvement, "Speech Therapy, "Stuttering, Therapeutic Environment Identifiers.—Early Intervention
This volume contains five papers presented at a conference on developmental and environmental Identifiers.—Early Intervention
This volume contains five papers presented at a conference on developmental and environmental factors related to the onsect of stuttering, evaluation and treatment procedures, and the measurement of therapy outcomes. In "The Development of Fluency in Normal Children," C. W. Starkweather considers evaluation of the fluency of young speakers.
L. A. Nelson, "Language Formulation Related to Disfluency and Suttering," Gouse on the relationships between language developmental factors, disfluency, and language problems of children. In the paper "Speech Motor Processes and Stuttering in Children: A Theoretical and Clinical Perspective,"
J. M. Hanley sees the child as a communicating, interacting individual who possesses those motoric disruptions labelled as stuttering. "Bmotional and Environmental Problems in Stuttering," by D. E. Williams identifies the increasing trend toward investigation of factors within and outside of the child which contribute to increased disfluency. In Toward a Therapy Assessment Procedure for Treating Stuttering Children," R. J. Ingham con-

siders ways to evaluate the effectiveness of stutter-ing and speech therapy programs. A sixth paper, "Integration: Present Status and Prospects for the Future" by H. H. Gregory, offers an integration of the main points made in the individual papers and the resultant discussion groups. (CB)

ED 276 207 EC 190 973 ED 276 207

ES 190 973

SS Hijo cartamuden: Una Guia para los Padres
(If Your Child Stuttern: A Guide for Parenta).
Publication No. 15.
Speech Foundation of America, Memphis, Tenn.
Report No.—ISBN-0-933383-12-8
Pub Date—79
Note—45p.; For English language version, see ED
273 079

273 079.

Available from—Speech Foundation of America, P.O. Box 11749, Memphis, TN 38111 (\$1.00 plus handling charge of \$1.00 domestic, \$2.00 international, Publication No. 15).

Language—Spanish
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Anxiety, Blementary Education, Emotional Problems, \*Parent Child Relationship, \*Parent Participation, \*Parent Role, \*Speech Improvement, Speech Therapy, \*Stuttering, Theranists

"Parent Participation, "Parent Role, "Speech Improvement, Speech Therapy, "Stuttering, Therapists
This Spanish language booklet is written for parents who are concerned about the speech of their young child. The goal of the booklet is to enable parents to begin working with their child, and a speech clinician if necessary, with a better understanding of the problem. The booklet discusses common parental questions such as: (1) Does my child stutter? (2) Why do some children stutter? and (3) How does the child who stutters compare with those who do not? Warning signs of children who may have a stuttering problem are discussed. The majority of the booklet contains suggestions for working with a stuttering child and included discussion on: helping the child to speak more smoothly, effective speech interactions, nonverbal communication, ways to express positive feelings, and ways in which day-to-day living may affect or be affected by stuttering. Suggestions for encouraging better fluency include accepting the disfluencies; avoiding the stuttering label; reducing parental anxiety; reducing time pressure for the child's speech; appropriate reactions to stuttering; giving advice on reducing stuttering; and reducing the child's fears, anxieties, and frustrations with speech. (CB)

ED 276 208

EC 190 974

Fitt, Sally, Ed. Riordan, Anne. Ed.
Dance for the Handleapped. Focus on Dance IX.
American Alliance for Health, Physical Education,
Recreation and Dance, Reston, VA. National
Dance Association.
Pub Date—80
Note—980.

Note—98p.
Available from—American Alliance for Health,
Physical Education, Recreation and Dance, 1900
Association Dr., Reston, VA 22091 (\$5.95, Stock

No. 243-26816).
Pub Type— Guides - Non-Classroom (055) — Collected Works - General (020) — Reports - De-

lected Works - General (020) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptor— Adapted Physical Education,
Adaptive Behavior (of Disabled), Coping. "Dance
Education, "Dance Therapy, Deafness, Disabilities, Elementary Secondary Education, Emotional Disturbances, Hearing Impairments,
Learning Disabilities, Mainstreaming, Motor Development, "Movement Education, Self Concept,
Self Expression, Sensory Integration, Visual Impairments."

pairments
Identifiers—Education for All Handicapped Chil-dren Act

dren Act

This volume presents a collection of 14 articles, written by professionals active in teaching dance to the handicapped. Different approaches, techniques, and philosophies are presented in the following papers: "Dance for the Handicapped: A Mainstream paperoach" (C. D. Crain); "The Science of the Art of Giving Directions" (M. Hunter); "Developing Creative Movement Experience for the Handicapped" (N. B. Schmitz); "A Conceptual Framework for Teaching Dance to the Handicapped" (A. Riordan); "The Case for Dance for the Deaf" (A. Piscio" i); "Creative Movement for the Young Hearnag-Impaired Child" (R. I. Reber); "Dance Movement Communication for Young Deaf Ado-

lescents" (C. K. Harsell); "Observations on Dance Therapy as a Viable Treatment Modality for Visually Handicapped Individuals" (K. Mason); "Dance Therapy as Treatment of Choice for the Emotionally Disturbed and Learning Disabled child" (M. B. Leventhal); "Procession: Developmental Dance with Disabled People" (G. Bianchard and D. Cieloha); "Evolution of a Dance Program for Handicapped Children" (M. L. Lloyd); "Simplified Movement Behavior Analysis as a Basis for Designing Dance Activities for the Handicapped (B. Pitt); and "Dance for the Handicapped Child Pitfalls or Conquests?" (F. Clark). Appendices provide a paper on "Public Law 94-142 and the Arts" (C. Sherrill), a resource bibliography (with over 50 entries), and information about the contributors. (CB)

ED 276 209

EC 190 975

BC 190 975
Pickett, Anna Lou
Paraprofusionals in Special Education: The State
of the Art-1996.
City Univ. of New York, N.Y. Graduate School and
Univ. Center.
Stoops Assessed City

Univ. Center.
Spons Agency—Office of Special Education and
Rehabilitative Services (ED), Washington, DC.
Report No.—CASE-04-86
Pub Date—86
Grant—G-008-530-189
Note—20p; A product of the National Resource
Center for Paraprofessionals in Special Educa-

Grant—G-008-530-189
Note—20p; A product of the National Resource Center for Paraprofessionals in Special Education.

Available from—Anna Lou Pickett, Center for Advanced Study in Education, Graduate School and University Center, City University of New York, 33 West 42nd St., New York, NY 10036.

Pub Type—Information Analyses (070) — Reports - Research (143)
EDRS Price - MP01/PC01 Plus Postage.

Descriptors—"Administrator Attitudes, Agency Role, Certification, Plushbitties, Educational Responsibility, Elementary Secondary Educational Responsibility, Elementary Secondary Education, Higher Education, National Surveys, "Paraprofessional School Personnel, Professional Asaociations, "Professional Development, Public Education, State Departments of Education Professionals School Personnel, Professional Asaociations, "Professional Development, Public Education, State Departments of Education
One of a series of monographs addressing issues concerning the training and use of paraprofessionals working in education programs for the disabled, this report considers the expanding utilization of paraprofessionals in special education and its related services. The first section describes the current state of the art with regard to personnel practices, the changing roles and responsibilities of paraprofessionals. The report's second section presents a series of recommendations for improving the effectiveness of paraprofessionals in special education and its related services. These recommendations are based on a national survey of special education directors (N=52) representing 47 state departments of education programs, erimbursement policies, certification policies, cooperative state-college relationships, professionals in general education directors (Columbis, and the Bureau of Indian Affairs. Information obtained from these administrators (number of paraprofessionals in a forciage docupation between state and local education agencies. (CB)

ED 276 210

Stockdole, Geoffrey P. Scheffelis, Marguret Mer-

ED 276 210 EC 190 976 Stockdale, Geoffrey P. Scheffelin, Margaret Mer-

Stockdale, Geoffrey P. Scheffelin, Marguret merrick
Preliminary Descriptions of Six Aspects of Existing Student Study Team Processes in Participating Schools, Districts and SELPAs. Working Paper No. 1.
California State Dept. of Education, Sacramento.
Office of Program Evaluation and Research.
Spons Agency—Department of Education, Washington, DC.
Pub Date—26 Jul 85
Contract—60084C3505
Note—43p.; For related working papers and the final report, see EC 190 977-981. Several pages may not reproduce well due to marginal legibility or small print.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Disabilities, Elementary Secondary

Education, \*Interdisciplinary Approach, \*Special Education, Student Characteristics, \*Student Evaluation

Education, Student Characteristics, \*Student Evaluation
Identifiers—\*California, \*Child Study Teams
This document is the first of a series of working
papers of a project which conducted a cooperative
study of existing student study team processes in
nine California special education local plan areas.
The working papers augment the final report by
providing detailed descriptions of methods and preliminary findings. This paper reports on a content
analysis of materials relating to existing student
study team practices. Results are grouped into six
areas: (1) purposes of student study teams; (2) seven
stages of the study team process; (3) list of study
team participants (i.e., principal, classroom teacher,
specialists, and others); (4) list of student characteristics (e.g., demographic characteristics, academic
problem sreas, behavioral areas); (5) instructional
modifications (e.g., environment, materials, assignments, teaching techniques, parent contact); and (6)
list of resources (e.g., teacher time, teaching aid
and materials, other participants' time, assessment//data collection materials). (DB)

ED 276 211 EC 190 977

ED 276 211

Hickman, Andrew C. And Others

Notebook for Data Collection and Submission: A

Working Paper for Use by Special Education

Local Plan Area Representatives, Participating

Districts, and Schools in the Cooperative Evalua
tion Study of Existing Student Study Team

Processes. Working Paper No. 2.

California State Dept. of Education, Sacramento.

Office of Program Evaluation and Research.

Spons Agency—Department of Education, Washington, DC.

Pub Date—11 Oct 85

Contract—G0084C3505

Note—67p; For related working papers and the fi-

Pub Date—11 Oct 85
Contract—G0084C3505
Note—67p.; For related working papers and the final report, see EC 190 976-981. Several pages may not reproduce well due to marginal legibility and small print.
Pub Type—Reports - Descriptive (141)
EDES Price - MFBI./PCU3 Plus Postage.
Descriptors—Check Lists, Data Collection, \*Disabilities, Elementary Secondary Education, Cuidelines, "Interdisciplinary Approach, "Records (Forms), "Special Education, \*Student Evaluation, Student Records Identifiers—California, Child Study Teams
The paper is the second of a series of working papers developed by a project which conducted a cooperative study of existing student study team processes in nine California special education local plan areas. The working papers augment the final report by providing detailed descriptions of the methods used and the preliminary findings. This document consists of a compilation of data collection forms and includes an overview with flowchart and timeline, checklist of data collection tasks, guidelines for the selection of staff, student study teams, and students participating in the school data collection, the survey form for study team participatins, the log of student study team process decisions, a list of participating districts, the individual student record data collection form, a partial listing of possible instructional modifications, and survey compilation forms. (DB)

ED 276 212

ED 276 212 EC 190 978

ED 276 212

Mager, Roxanne L.

Existing Student Study Team Processes in Selected Volunteer Special Education Local Plan Areas, School Districts, and Schools in California: A Descriptive Evaluation Study, Draft Preliaminary Findings, Working Paper No. 3.

California State Dept. of Education, Sacramento. Office of Program Evaluation and Research. Spons Agency—Department of Education, Washington, DC.

Pub Date—6 Apr 86

Contract—G0084C3505

Note—48p.; For related working papers and the final report, see EC 190 976-981.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF91/P02 Plus Postage.
Descriptors—Decision Making, \*Disabilities, Elementary Secondary Education, Group Dynamics, \*Interdisciplinary Approach, \*Special Education, \*Student Characteristics, \*Student Evaluation, Student Placement
Identifiers—\*California, \*Child Study Teams
The paper is the third of a series of working papers developed by a project which conducted a cooperative study of existing student study team (SST) pro-

cesses in nine California special education local plan areas. The working papers augment the final report by providing detailed descriptions of the methods used and the preliminary findings. This paper presents tables from survey data received from 30 schools. After introductory material and lists of common descriptors of student problems and instructional modifications, the tables present the following information: purposes of school study teams (rank ordered); ranked student characteristics (rank ordered); ranked student characteristics (rimmediate referrals for special education assessment; SST participants (e.g., resource teacher, principal, parents, classroom tescher); resources available to SSTs rank ordered (e.g., teacher time, teaching materials); SST group processes used (e.g., individual discussion/group decision). (DB) teaching materials); SST group processes use individual discussion/group decision). (DB)

ED 276 213

EC 190 97

Hickman, Andrew C. Stockdale, Geoffrey P.
A Sammary of Responses to the Survey of Student
Study Team Participants. Working Paper No. 4.
California State Dept. of Education, Secramento
Office of Program Baluation and Research.
Spons Agency—Department of Education, Wash
ington, DC.
Pub Date—6 Jun 86
Contract—G0084C3505
Note—70n. For relayed modeling. ED 276 213 BC 190 979

ington, DC.

Pub Date—6 Jun 86
Contract—G0084C3505
Note—70p; For related working papers and the final report, see EC 190 976-981.

Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC83 Plus Postaga.
Descriptors—Decision Making, \*Disabilities, Elementary Secondary Education, Group Dynamics,
 "Interdisciplinary Approach, \*Special Education,
 "Student Evaluation, Student Placement
Identifiers—\*California, \*Child Study Teams
This paper is the fourth of a series of working
papers developed by a project which conducted as
cooperative study of existing student study team
(SST) processes in nine California special education
local plan areas. The working papers sugment the
final report by providing detailed descriptions of the
methods used and the preliminary findings. This
paper presents participant response totals and comments of 219 school level respondents on the survey
of student study team participants, comments made
by respondents to the survey, and school level responses to the survey; It should be noted that in the
preliminary findings and final report, the school response was the unit of interest. A decision rule was
used in which a school response to an item or a
sub-item was judged present when 50% or more of
the respondents at that school checked a particular
response. For each question, the number of respondents answering positively or a list of comments is
given for each survey section (e.g., SST purposes,
processes, resources, and factors supporting effective team processes). (DB)

ED 276 214 EC 190 980

Smith, Kay Slavin
Procedural Treatment of Individual Student Re-cord Form [Form 13] Data. Working Paper No.

cord Form [Form 13] Data. Working Paper No. 5,
California State Dept. of Education, Sacramento.
Office of Program Evaluation and Research.
Spons Agency—Department of Education, Washington, DC.
Pub Date—6 Jun 86
Contract—G0084C3505
Note—75p.; For related working papers and the final report, see EC 190 976-981.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC03 Pins Pastage.
Descriptors—Classification, Data Analysis, "Disabilities, Elementary Secondary Education, "Interdisciplinary Approach, "Special Education, "Student Evaluation, "Student Records Identifiers—"California, "Child Study Teams
The paper is the fifth of a series of working papers developed by a project which conducted a cooperative study of existing student study team (SST) processes in nine California special education local plan areas. The working papers augment the final report by providing detailed descriptions of the methods used and the preliminary findings. This paper describes the procedures used by project staff in the treatment of student information collected on the California individual student record form (Form 13). The procedures are described in four sections. The first covers the examination of student records and classification into categories. The second describes procedures used to identify those student sudent second.

records suitable for analysis. The third section de-scribes the coding of the narrative content of the student records and the final section describes the procedures of data entry and data analysis. An ap-pendix contains the complete individual record sur-vey form. (DB)

ED 276 215 EC 190 981 EAV 210 213

Existing Student Study Team Processes in Selected Volunteer Special Education Local Plan Areas, School Districts, and Schools in California: A Descriptive Evaluation Study. Pinal Re-

port.
California State Dept. of Education, Sacramento.
Office of Program Evaluation and Research.
Snons Agency—Department of Education, Wash-

port.
California State Dept. of Education, Sacramento.
Office of Program Evaluation and Research.
Spons Agency—Department of Education, Washington, DC.
Pub Date—Jun 86
Contract—G0084C3505
Note—74p; For related working papers, see EC
190 976-980.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF0L/PCO3 Piss Postage.
Descriptors—\*Disabilities, Elementary Secondary
Education, \*Interdisciplinary Approach, \*Intervention, Outcomes of Education, Referral, \*Special Education, Student Characteristics, \*Student Evaluation
Identifiers—\*California, \*Child Study Teams
This final report constitutes the culmination of findings and recommendations of a series of working papers on a project which conducted a cooperative study of existing student study team (SST) processes in nine California special education local plan areas. The project is thought to be the first in the nation to describe the characteristics of students referred to SSTs, the modification/interventions undertaken on their behalf, and the effects of the modifications/interventions on the students. Among findings on SST processes is the expressed need for better ways to provide student followup. Findings on the analysis of 194 student referrals indicated that the most often reported problem cate-pories were in the areas of general academic performance, social/emotional adjustment, academic behavior, and reading. Recommendations made to policy makers, trainers, school staff, parents, and students included: the need for federal, state, and local policy-makers to permit local schools to decide for themselves about establishing and operating SST processes at their schools, the need for parents to accept the school staff reports on their need for assistance in following up on recommendations for interventions and modifications; the need for parents to accept the school is invitation to participate in an SST; and the need for students to bring themselves to the attention of SSTs if needed. (DB)

ED 276 216 EC 190 982

ED 270 210 Schweber, Minism Interrelations of Down Syndrome and Alzbeimer Disease. ARC Facts. Association for Retarded Citizens, Arlington, TX. Pub Date—Aug 86

Pub Date—Aug so
Note—3p.
Available from—Association for Retarded Citizens
National Headquarters, 2501 Avenue J, Arlington, TX 76006 (free).
Pub Type— Information Analyses (070)
EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Peccitotra—Adults. \*Asing (Individuals). \*BioPeccitotra—Adults. \*Asing (Individuals). \*Bio-

EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Descriptors—Adults, \*Aging (Individuals), \*Biochemistry, \*Clinical Diagnosis, \*Piscases, \*Downs Syndrome, \*Genetics, Older Adults Identifiers—\*Alzheimers Disease
This fact sheet summarizes the interrelations of Down syndrome and Alzheimer disease in a question and answer format. The following questions are addressed: What is Alzheimer disease? Why is a relationship suggested between Down syndrome and Alzheimer disease and Down syndromer disease than in persons with Down syndrome? How can the research on the effects of Alzheimer disease than in persons with Down syndrome? How can the research on the effects of Alzheimer disease in people with Down syndromer? What does the future hold for treatment and prevention? A source for further information is also given. (DB)

EC 190 983 ED 276 217 udith J. And Others tion of an Eco-Behavioral Approach to the

Evaluation of Early Intervention Programs.

Juniper Gardens Children's Project, Kansas City,
Mo.

Mo.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—[86]
Grant—G008400654
Note—74p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Classroom Environment, \*Classroom Observation Techniques, \*Disabilities, \*Ecological Factors, Formative Evaluation, \*Intervention, \*Preschool Education, Program Effectiveness, Student Evaluation, Teacher Behavior Identifiers—\*Early Intervention, \*Ecological Assessment

Student Evaluation, Teacher Behavior Identifiers.—Early Intervention, \*Ecological Assessment
The Eco-Behavioral System for the Complex Assessment of Preschool Environments (ESCAPE) has been developed for the evaluation of preschool environments by way of the interactions of students with such aspects of the classroom ecology as activities, materials, and grouping configurations, as well as teacher behaviors. The system follows a momentary time-sampling approach and tracks individual children across all activities in a typical preschool day allowing for the recording of 12 categories of these variables. The ESCAPE system allows coding for (1) the variety of adults who interact with the child, (2) teacher behaviors directed specifically to a target child, and (3) simultaneous occurrences of three different categories of student behavior. Data can be summarized to represent the percentages of time the target child spends engaged in each coded variable or unconditional probabilities to indicate the probability of various student behaviors given a specific arrangement of ecological variables. Pilot data on 12 children illustrate the system's potential application with process-product program evaluation. Implications of expanding the focus of process assessment beyond student behavior to include ecological and teacher behavior variables within early intervention program evaluation research are discussed. (Author/DB)

ED 276 218

EC 190 984

ED 276 218 EC 190 984
Zieher, Connie
An Invitation to Play, Teacher's Guide and Parent
Booklet.
Wisconsin State Dept. of Public Instruction, Madison. Div. for Handicapped Children and Pupil
Services.

Wisconsin State Dept. of Public Instruction, Madison. Div. for Handicapped Children and Pupil Services.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Report No.—WDPI-Bull-6070; WDPI-Bull-7044 Pub Date—Aug 86
Note—141p.; Wisconsin State Early Childhood: Exceptional Education Needs Project. Photographs will not reproduce well.

Pub Type—Guides - Non-Claseroom (055)
EDRS Price - MF01/PO6 Plus Pestage.
Descriptors—Child Development, \*Disabilities, Early Childhood Education, Information Sources, Learning Activities, \*Parent Child Relationship, \*Parent Education, \*Play, \*Recreational Activities, \*Workshops, Young Children
The teacher's guide and parent booklet on play are both intended to provide encouragement and ideas for parents of young handicapped children. The teacher's guide stresses the importance of positive parent-child interactions, addresses specific problems of some children (such as lack of mobility or perseveration) during play, and offers suggestions for guiding children through play experiences. An initial section provides background information on play including social stages and cognitive levels of play, play and the handicapped child, enhancing play for children with specific handicapping conditions, observing children at play, and adult involvement in child's play. Specific guidelines for planning and conducting a play workshop planning checklist, a sample invitation, suggested workshop displays and activities, workshop discussion questions, and suggested handouts. The last section offers recommendations for maintaining interest in play throughout the year. Eighteen supplemental activity sheets give suggestions for maintaining interest in play throughout the year. Eighteen supplemental activity sheets give suggestions for play activities of parents included. A list of about 90 resources for parents includen. Activities include make believe with bandicapped children. Activities include make believe with bandicapped children. Activities include make bel

and sand play. Resources for parents and teachers fill seven pages; a two-page bibligraophy is also pro-vided. (DB)

ED 276 219 EC 190 985

EAJ 2/6 219 BC 190 985 Gregory, James F. A Secondary Analysis of HSB Data Related to Special Education. Pub Date—19 Apr 86 Note—15p.; Paper presented at the Annual Confer-ence of the American Educational Research As-sociation (67th, San Francisco, CA, April 16-20, 1986).

1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Academic Achievement, Delinquency, Emotional Adjustment, "Hearing Impairments, High Schools, Homework, "Learning
Disabilities, Minority Groups, Occupational Aspiration, Secondary Education, Self Concept,
"Speech Handicaps, Stress Variables, "Student
Characteristics."

piration, Secondary Education, Serr Comcept.
\*Speech Handicaps, Stress Variables, \*Student
Characteristics
Identifiers—"High School and Beyond (NCES)
In the High School and Beyond (HSB) study, data
on over \$8,000 American tenth and twelfth graders
were collected. The current study performed secondary analyses on three special needs groups from
the public school data set: 1200 hearing impaired
students, 767 speech disabled students, and 1249
learning disabled students. Disabled students were
found to be significantly older than non-impaired
peers, and a disproportionately high number of minority children were identified as disabled. On all
measures of academic achievement the disabled students fared more poorly than did non-disabled
classmates. Handicapped students reported lower
estimates of self-concept and adjustment and a sigmificantly higher frequency of being in trouble with
the law. Finally, compared to non-disabled peers,
the disabled pupils reported having more achool-related problems and stress, doing less homework, and
having lower work orientations and career sepirations. Four tables are provided. (Author/DB)

ED 276, 228

EC 190 986

ED 276 220

EC 190 986

Clark, Donald M. Hughes, James H.

Volunteerism in Special Education through Industry-Education Cooperation, Flaal Report.

National Association for Industry - Education Cooperation, Buffalo, N.Y.

Spons Agency—Department of Education, Washington, DC.

Pub Date—23 Aug 86

Note—96p.; For the program handbook, see ED 261 501.

Pub Date—23 Aug 86
Note—56s; For the program handbook, see ED 261 501.
Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/Pt04 Plus Pestage.
Descriptors—Disabilities, Elementary Secondary Education, "Industry, Models, "Program Development, "School Business Relationship, "Special Education, "Volunteer Training, Workshops Identifiers—Private Sector
The final report describes activities and products of a 3-year project to prepare private sector volunteers to become actively involved in special education through a networking system of industry-education partnerships. Using a trainer of trainers model, the project conducted workshops and produced a training package which includes a program development handbook and an instructor's guide (the latter is included in this document as Appendix A). The handbook includes seven program planning steps and implementation guidelines for management orientation, community/ public relations, recruitment of employee volunteers, applicant acreening, referral for placement, performance monitoring, recognition and sprpreciation, and program evaluation. Use of the materials at 30 training workshops with a total of over 500 participants around the country is reported. Appendix A, "Workshop on Volunteerism in Special Education through Industry-Related Cooperation: An Organizer's and Trainer's Guide," includes information on organizing for the workshop, conducting the workshop, apa follow-up. The guide also includes such information as position titles of target workshop participants, draft letters and brochures, a sugested workshop agends, and evaluation forms. Appendix B is a third party evaluation report which concludes that the program was successful in meeting its objectives as demonstrated by the number of

volunteer programs developed following the training sessions. (DB)

EAJ 276 221 BC 190 987

Ferguson, Dianne L.

Mothering a Handicapped Child: Roles for Mothers of Young Adults with Severe Disabilities.

Pub Date—Apr 86

Note—29p; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

ciation (67th, San Prancisco, CA, April 16-20, 1986).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MP61/F002 Plus Postage.

Descriptors—Adolescents, Education Work Relationship, History, Interview, \*Mother Attitudes, Mothers, \*Organizations (Groups), Parent Role, Public Policy, Qualitative Research, \*Severe Disabilities, \*Social Support Groups, Young Adults The study examined the experiences of seven mothers of severely handicapped young adults and adolescents by means of focused interviews. A review of the literature examined qualitative research with the handicapped and the rise of parent organizations which fought for public education rights. The roles and activities of the seven mothers in such organizations when their children were young are noted. New policy initiatives targeted toward supported work and small community-based residences for severely disabled adults are viewed by the mothers with caution. The discrepancy between public policy and the present reality of very limited services has made some mothers realize they must develop new strategies to negotiate with an adult service system that has no legal mandate to provide services. The influence of the historical time period on family and group development and lack of utilization of non-professional, informal support networks by these mothers are also discussed. A six-page list of references is appended. (DB)

ED 276 222 EC Kinnison, Lloyd R. Pickens, Idalia R. Teaching Vocabulary to the L.D. Student Interactive View of Reading Comprehe Pub Date—[84] EC 190 988

Interactive View of Reading Comprehension.

Pub Date—[84]

Note—22p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MP01/PC01 Plus Poetage.

Descriptors—"Advance Organizers, Background,
Concept Formation, Elementary Secondary Education, Knowledge Level, "Learning Disabilities,
"Reading Comprehension, "Teaching Methods,
"Vocabulary Development, Word Recognition
Identifiers—"Schema Theory, "Semantic Mapping
Schema Theory, the use of the learner's background knowledge for the building of new knowledge, is applied to improving reading
comprehension skills and teaching vocabulary
words and concepts to learning disabled students.
Semantic mapping is a vocbulary strategy which
produces the interaction between prior knowledge in
a graphic form. For purposes of vocabulary development, semantic mapping extends knowledge by
sipplying words in categories to help familiarize
the learner with new words in relation to known
words. Ten steps for teaching with semantic mapping include selecting the focal word or concept,
asking the students to think of as many words as
possible related to the focal word or concept,
asking the students to think of as many words as
possible related to the focal word or concept,
using the target words in sentences, and finally, reading
the selection. The procedure of semantic mapping is
also applied to the identification of words through
the mapping of word families. A three-page list of
references and three examples of mapping are offered. (DB)

ED 276 223 EC 190 989

ED 276 223

Annual Report to the President and the Compress Fiscal Year 1985 on Federal Activities Related to the Administration of the Rehabilitation Act of 1973 as Amended.

Rehabilitation Services Administration (ED), Washington, DC.

Pub Date—85

Note—217p.; Portions of appended tables contain amall print.

Pub Type— Reports - Descriptive (141)

EDRS Price - MP01/PC09 Plus Postage.

Descriptors—American Indiana, \*Citient Characteristics (Human Services), Daily Living Skills, Delivery Systems, \*Disabilities, Employment Opportunities, Employment Patterns, \*Prederal Aid, Federal Regulation, \*Program Administration, Recreational Programs, \*Research and De-

velopment Centers, State Federal Aid, \*Vocational Rehabilitation Identifiers—Centers for Independent Living Program, National Council on the Handicapped, National Institute of Handicapped Research, Projects with Industry, \*Rehabilitation Act 1973 This report describes program activities related to the administration of the Rehabilitation Act of 1973 from October 1, 1984 through September 30, 1985. Information is presented on funding efforts, program development, and other activities relating to: vocational rehabilitation services, (e.g., American Indian vocational rehabilitation services, the basic service); the National Institute of Handicapped Research, the Spinal Cord Injury Program); supplementary services and facilities (e.g., handicapped migratory agricultural and seasonal farmworkers); the National Council on the Handicapped; and miscellaneous matters (e.g., non-discrimination under federal grants); employment programs for handicapped individuals; and comprehensive services for independent living. Appendices which make up about half the document provide: a glossary of terms used in the report; tables displaying statistical information on the characteristics of persons rehabilitated (such as race, sex, age at referral, disabling condition, earnings); tables displaying statistical information about learning disabled clients; tables presenting caseload statistics by state rehabilitation agency; and information about the Interagency Committee on Handicapped Research and the Interagency Rehabilitation Research Information System. (CB)

ED 276 224

EC 190 990

Tindall, Lloyd W. And Others
Replicating Jobs in Business and Industry for
Persons with Disabilities, Volume One.

Wisconsin Univ., Madison. Vocational Studies Cen-

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Pub Date—Jul 86 Grant—G008530053

Vrant—Outosystolos Note—216p. Available from—University of Wisconsin-Madison, Vocational Studies Center, 964 Educational Sci-ences Building, 1025 West Johnson St., Madison, WI 53706 (\$10.00).

Vocational Studies Center, 964 Educational Sciences Building, 1025 West Johnson St., Madison, WI 53706 (\$10.00).

Pub Type— Reference Materials - Directories/Catalogs (132) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC99 Plus Postage.
Descriptors—Adults, "Disabilities, "Employment Opportunities, Employment Potential, "Job Development, "Job Placement, Job Skills, Job Training, "Occupational Information, Salaries, Surveys, Work Environment
Intended for teachers, counselors, job placement Intended for teachers, counselors, job placement intended for teachers, counselors, job placement specialists, employers, and disabled persons, this publication provides information about jobe performed in business and industry by persons with disabilities. Each of the 71 job descriptions presented specifies the type of job, disability of the person performing the job, company information, job requirements, job information (such as wages, work schedule, training, etc.), significant duties, and specialisms, and job accommodations). Information on each job description was provided by employers, disabled employees, and job placement specialists. Job titles and disabilities are cross referenced. Positions range from accountants, administrators, and assistants to animal and horicultural workers, messengers, and production operators. Disabilities of workers in these jobs include: cerebral palsy, hearing impariment, emotional disturbance, paralysis, mental retardation, learning impairment, emotional disabled and getting disabled persons placed in jobs. Information on relevant resources (projects, organizations, training programs and publications) is also provided. The job replication form used to obtain information for the job descriptions is appended and readers are encouraged to use it to contribute additional job descriptions to this catalog. (CB)

EC 190 991 ED 276 225 ED 276 225

Goodrich, Judy A. Kinney, Patricia G.

ADAPTIPS: Adapting Curricula for Studenta Who
Are Deaf-Billind and Who Function in the Sensorimotor Developmental Stage.

Kentucky Univ., Lexington. Coll. of Education.

Spons Agency—Special Education Programs (ED-

/OSERS), Washington, DC.
Pub Date—Sep 85
Grant—G008202726
Note—225p; Pages containing small print may not reproduce clearly.
Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MP01/PCD9 Plas Postage.
Descriptors—"Concept Formation, "Carriculum Development, "Curriculum Enrichment, "Deaf Blind, Developmental Stages, "Individualized Instruction, Infants, Manipulative Materials, Motor Development, "Object Manipulation, Object Permanence, "Perceptual Motor Learning, Preschool Education, Psychomotor Skills, Sensory Integration, Tactile Adaptation, Tactual Perception, Toys

tion, Tactile Adaptation, Tactual Perception, Toys
Intended to assist teachers as they assess, plan for, and teach deaf blind students, this manual describes a process for adapting curricula for students who function within the 0-24 month developmental period, also known as the sensorimotor period. The manual's first section provides an overview of project activities including the literature review, field tests, development of curriculum adaptations, and data analysis. Included also are a discussion of early childhood curriculus with suggestions for selecing curricula for deaf blind students and a description of the sensorimotor period of development noting developmental lags and atypical behaviors observed in many desf-blind children. Part 2 of the manual describes the following steps for adapting curriculas (1) collect functional assessment data; (2) plan functional individualized program; (3) implement adapted activity; and 4) maintain and generalize new skills. In Part 3, 14 examples of adapted activities exemplifying concepts of means ends/causality, spatial relations, object permanence, and relationshy to objects are given. Five readings on orientation and mobility, vision, hearing, toy selection, and sensory integration are presented in the fourth section. Appendices cite 32 relevant curricula, over 200 materials described by sensory features, and screening forms and checklists for the curriculum adaptation process. (CB)

fication form, a program evaluation instrument graduation requirements. A bibliography lists sessment instruments, 23 bibliographies, and books or documents. (CB)

ED 276 227

Reauthorization of the Discretionary Programs under the Education of the Handicapped Act. Hearings before the Subcommittee on Select Education of the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Sension (Boseman, MT, August 27; Washington, DC, October 22-23; and Honelals, HI, November 26, 1985).
Congress of the U.S., Washington, DC. House Committee on Education and Labor.
Pub Date—Nov 85
Note—413p; Serial No. 99-92. Parts of the document contain small print.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type—Legal/Legislative/Regulstory Materials (1990)—Opinion Papers (120)
EDRS Price - MF91 Phu Postage, PC Not Available from EDRS.
Descriptors—Agencies, \*Disabilities, Early Child-hood Education, Elementary Secondary Edward. EC 190 993

able from EDRS.

Descriptors—"Agencies, "Disabilities, Early Childhood Education, Elementary Secondary Education, "Pederal Aid, "Federal Legislation, Hearings, Opinions, "Organizations (Groups), Postsecondary Education, Rural Education, "Special Education, State Departments of Education, Transitional Programs Lidentifiers—Congress 99th, Discretionary Programs, "Education for All Handicapped Children Act

grams, \*Education for All Handicapped Children
Act
The transcript of the 1985 hearings contains testimony and prepared statements on reauthorization
of the discretionary programs under P.L. 94-142,
the Education for All Handicapped Children Act
(Part B of the Education of the Handicapped Act).
The discretionary programs section of the law authorizes federal assistance to support such programs
as regional resource centers, early education programs, secondary education programs, transitional
services, and training of special education programs, and training of special education programs and training of special education programs, and training of special education programs, and training programs, early childhood programs, and the National Rural Development Institute. Additional prepared statements, letters, and
supplemental materials represent the Florids, Vermont, Colorado and Montans state departments of
education as well as other university programs, the
Prank Porter Graham Child Development Center,
the American Council on Rural Education, the Association for Children and Adults with Learning
Disabilities, the Association of School Psychologists, the Education for the Handicapped Law Report, Counterpoint Communications Company, the
Department of Defense Dependents Schools, and
the Kamehameha Schools/Bishop Estate. (DB)

ED 276 228

ED 276 228

Ainworth, Stanley H., Ed.

Mon Eafant Begsle-t-III us guide pour les parents (If Your Child Stutters: A Guide for Parents).

Publication No. 17.

Speech Foundation of America, Memphis, Tenn.
Report No.—ISBN-0-933388-13-6

Pub Date—86

Note—44p; Translated from English by Jane Fraser-Gruss. For the English original, see ED 273
079. For related documents, see ED 273 078 and ED 273 080.

Available from—Speech Foundation of America.

ED 273 080.

Available from—Speech Foundation of America, P.O. Box 11749, Memphis, TN 38111 (\$1.00).

Also available in English and Spanish.

Language—French
Pub Type—Guides - Non-Classroom (055)

EDRS Price - MFBU/POB Plus Postage.

Descriptors—Anxiety, Elementary Education, Emotional Problems, "Parent Calld Relationship, "Parent Tolk, "Speech improvement, Speech Therapy, "Stuttering, Therapists

pists
This booklet is written for French speaking parents who have young children than may stutter. The goal of the booklet is to enable parents to begin working with their child, and a speech clinician if necessary, with a better understanding of the problem. The booklet is designed to answer to common parental questions such as: (1) Does my child stutter? (2) Why do some children stutter? and (3) How does the child who stutters compare with those who

do not? Warning signs of children who may have a stuttering problem are discussed. The major portion of the booklet contains suggestions for working with a stuttering child which address ways to effective speech interactions, mouverbal communication, ways to express positive feelings, and ways in which day-to-day living may affect or be affected by stuttering. Suggestions for encouraging better fluency include accepting the disfluencies; avoiding the stuttering label; reducing parental anxiety; reducing time pressure for the child's speech, reacting appropriately to stuttering; giving precise, non-threstening advice on reducing stuttering; and reducing the child's fears, anxieties, and frustrations with speech. (CB)

EC 190 997

ED 276 229

Seaver-Reid, Mary Ellen And Others
Preparation of Trainers of Volunteer Parent Service Providers (Including Parents) for Vermont's School-Age Learners with Severe Developmental Disabilities. Final Report.
Vermont Univ., Burlington. Center for Developmental Disabilities.
Pub Date—May 86
Note—232p; A Volunteers for Pamilies Project.
Pub Type—Reports - Descriptive (141) — Guides
- None-Classroom (955)

EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Agency Cooperation, "Developmental Disabilities, Elementary Secondary Education, "Family Programs, Family School Relationship, Instructional Materials, Leaders Guides, Leaders Guidentifiers—Vermont
The report describes Volunteers for Families

Training
Identifiers—Vermont
The report describes Volunteers for Families
(VFF), a 3-year project to develop a statewide (Vermont) network of trained volunteers to advocate for
and to provide and coordinate services to, families
of school-age learners (ages 3-21) with severe developmental disabilities. A three-phase process for establishing a VFF program is outlined, consisting of
(1) identifying families and identifying/recruiting
advisory councils, supporting agencies, and volunteers; (2) holding family orientation meetings and
screening and training volunteers; and (3) providing
schnical assistance to and follow-up with volunteers and families. Among family services provided
were the following: assistance in implementing
home- and community-based individualized education activities, activities to develop recreational and
leisure skills; and respite care. Project efforts resulted in establishment of VFF programs in eight
regions of the state; 76 families and volunteers were
matched, and 63% of those matches continued
throughout the life of the project. Appendices,
which comprise the bulk of the document, include
steps in the family referral and volunteer screening
processes, a family orientation packet, and the complete texts of volunteer and trainer handbooks, including worksheets and transparencies for nine
training sessions. (IW)

ED 276 230 EC 190 998

West, J. Frederick

Regular and Special Educators' Preferences for

School-Based Consultation Models: A Statewide

Study. Technical Report No. 101.

Texas Univ., Austin. Dept. of Special Education.

Spons Agency—Office of Special Education and

Rehabilitative Services (ED), Washington, DC. Pub Date-Oct 85 Grant-G008530160

Grant—G06830160
Note—30p.; Tables on pages 18-19 may not reproduce clearly.
Pub Type—Reports - Research (143)
EDBS Price - MF01/PO22 Plass Postage.
Descriptors—Behavior Problems, "Consultation Programs, Educational Cooperation, Elementary Education, "Learning Problems, Models, Participative Decision Making, "Problem Solving, Questionnaires, Special Education Teachers, Student Adjustment, "Teacher Attitudes, Teacher Education, Teachers
The study examined the preferences of 701 regular elementary teachers and 65 special education models (collaborative, expert, medical, and mental health). Each model was sassessed at each off five stages of the consultation process; (1) consultant goal; (2) problem identification; (3) intervention recommendations; (4) intervention implementation; and (5) nature/extent of follow-up. A hypo-

thetical situation involving a regular classroom and resource teacher consulting with each other regarding a student with learning and behavioral problems was used as a reference for responding to a 20-lisem questionnaire. Results suggested a strong preference by regular and special educators for a collaborative model for problem-solving. Implications for training and practice are discussed in the context of perceived limitations of the study with relation to such factors as the sample itself, the instrumentation, and the design of the study. Respondents also provided information on personal background, current professional employment, and training/experience in consultation. The data revealed that regular and special educators are receiving little or no preservice or inservice training in consultation skills. Nine data tables are provided in an appendix. (TW)

EC 190 999 ED 276 231 EC 190 99
Hill, John W. And Others
Validating Teacher Suspected Dual Diagnosis
aanong Select Deaf Students Also Thought to Be
Learning Diasabled.
Pub Date—[85]
Note—21p.; Tables contain small print.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievyment. \*Peafnes

EDRS Price - MP01/PO01 Plus Postags.
Descriptors—Academic Achievement, "Deafness, Educational Diagnosis, "Handicap Identification, Intermediate Grades, "Learning Disabilities, "Predictive Measurement, Predictor Variables, "Teacher Atti-

surement, Predictor Variables, \*Teacher Attitudes
Identifiers—American School Achievement Tests,
Slosson Oral Reading Test
The investigation had two objectives: (1) to determine whether teachers of select deaf students can
identify those considered to be unofficial candidates
for dual diagnosis as deaf and learning disabled; (2) to identify which academic achievement areas, if
any, would provide support for informal observations of learning disabled functioning. Subjects were
12 fourth—and fifth-grade males at a residential
school for the deaf, six of whom had been identified
as potentially learning disabled. The other six students were considered to be achieving normally. All
students were administered the Slosson Oral Reading Test and three subtests of the American School
Achievement Tests (Intermediate Battery). Results
indicated that all but one of the deaf students predicted by teachers to be in the learning disabled
group had similar characteristics. All of the
non-learning disabled students were correctly classified. Spelling and arithmetic computation were the
two variables that provided the greatest support for
the observed classroom differences reported by
teachers. Twenty references are provided. (JW)
ED 276 232

EC 191 000

ED 276 232

Ballard, Joseph, Ed. And Others
Special Education in America: Its Legal and Governmental Foundations.
Council for Exceptional Children, Reston, Va.
Report No.—ISBN-0-86586-133-1
Pub Date—82
Note—104p.
Available from—Council for Exceptional Children,
Publication Sales, 1920 Association Dr., Reston,
VA 22091 (\$16.50, \$14.03 member price; Publication No. 252).
Pub Type—Books (010)—Collected Works—Gen-Pub Type — Books (010) — Collected Works - Gen-eral (020)

Pub Type—Books (010)—Collected Works - General (020)
EDRS Price - MFDL/POS Plus Postage.
Descriptors—Civil Rights, "Court Litigation, "Disabilities, Due Process, Elementary Secondary Education, Equal Education, Federal Aid, "Pederal Legislation, "Gifted, Government Role, History, Individualized Education Programs, Legal Problems, Mainstreaming, "Special Education, Talent Identifiers—"Education for All Handicapped Children Act, "Rehabilitation Act 1973 (Section 504) The text presents six chapters on the legal and governmental bases of special education. In the Introduction, F. Weintraub and J. Ballard cite the legislative and tiligative history of P.L. 94-142, the Education for All Handicapped Children Act, and briefly address information sources on such policy issues as procedural safeguards, underserved populations, and standards of practice. In chapter 2, "The Education for All Handicapped Children Act of 1975 (P.L. 94-142): Its History, Origins, and Concepts," J. Zettle and J. Ballard review court cases and state and federal legislation, and list the right to an appropriate education and the right to be educated in the least restrictive environment. J. Zettel

in "Implementing the Right to a Free Public Education" analyzes five aspects of P.L. 94-142: zero reject, individualized education programs, least
restrictive environment, nondiscriminatory testing
and evaluation, and due process. In "Section 504:
The Larger Umbrella," M. Gerry and J. Benton examine Section 504 of the Rehabilitation Act of 1973
in terms of its litigative background, statutory and
regulatory setting, and enforcement. "The Education of Gifted and Talented Children from a Federal
Perspective" by J. Zettel describes the cyclical anture of support and interest in education for gifted
students. In the final chapter, "Interpreting the
Rights of Exceptional Citizens through Judicial Action," B. Smith and J. Barresi summarize significant
cases concerning issues that have surfaced since
passage of P.L. 94-142, including compensatory services, suspension and explaines include a paper by J.
Barresi and B. Ramirez, "The Federal Program
Presence Accompanying P.L. 94-147," a list of federal laws for the handicapped from 1827 to 1981,
and a list of resources. (CL)

ED 276 233

Murphy, Harry, J., Ed. Dunnigan, J. A., Ed.
Computer Technology and Persons with Disabilities: Proceedings of the Conference (Northridge, California, October 17-19, 1985).
California State Univ., Northridge. Office of Disabled Student Services.

Pub Date—86
Note—335p.; For selected individual papers, see
EC 191 352-361.

Pub Date—86
Note—335p.; For selected individual papers, see
EC 191 352-361.

Available from—California State University,
Northridge, Office of Disabled Student Services,
18111 Nordhoff St., Northridge, CA 91336
(512-95; California residents enclose \$13.79).

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MP01/PC14 Plus Pestage.

Descriptors—Braille, "Communication Aids (for
Disabled), Communication Disorders, "Computer Assisted Instruction, "Computer Software,
"Disabilities, Educational Technology, Electromechanical Aids, Elementary Secondary Education, Hearing Impairments, "Microcomputers,
Multiple Disabilities, Physical Disabilities, Severe
Disabilities, Speech, Visual Impairments
Twenty-seven papers are presented from a conference on applications of computer technology for
disabled persons. The following titles and authors
are represented: "Computer Applications For Rehabilitation Organizations: Finding What You Need"
(T. Backer; "Similarities in Cognitive Development of Severely Physically Handicapped and
Younger Regular Students" (S. Bailjs, "Telecommunications of Talking Bar Code Technology Combined
With Pictorial And Alphabetic Language Symbols"
(J. Curran); "Strategies To Promote Integration and
Acceptance of Students With Disabilities Among
Their Non-Disabled Pers, Using Microcomputers In
Program Evaluation" (C. Fitzpatrick); "Denter: A
Talking' Hand For The Deaf Blind" (D. Gilden);
"No Monitor or Keyboard Needed for Computerized Educational Devices For Blind Children" (D.
Gilden); "Interactive-Observation in Communicative Disorders" (B. Hall et al.); "Teaming The Class-"No Monitor or Keyboard Needed for Computerized Educational Devices For Blind Children" (D. Gilden); "Interactive-Observation In Communicative Disorders" (B. Hall et al.); "Teaming The Classroom Computer With A Textbook For Teaching Phonics To Hearing-Impaired Students" (S. Hart-Davis); "Alternative Access Methods For Users Of Computer-Based Information Systems" (D. Jaffe); "Integrating Computer Technology With Severely Handicapped And Learning Handicapped Students" (R. Kleitman et al.); "Miss STIM: An Extra-Interactive Electronic Learning System" (C. Knoppel et al.); "A Keyboard Emulator For The IBM PC" (R. Lodewyck); "RADIO ACTIVE: A Microcomputer-Based Radio Access System for the Severely Physically Handicapped" (R. Lodewyck); "Creative Uses Of Synthetic Speech For The Hearing Impaired" (S. Longacre); "High Tech For Multihandicapped individuals" (S. Longacre); "APL: A Language To Assist Disabled People" (D. Melntyre and R. McIntyre); "Computerized Symbol Processing For Handicapped Persons" (R. Oaguthorpe et al.); "Making Apple Computers Accessible To Blind Children" (A. Renouf and S. Phillips); "Computer-Assisted Friting Of An Implanted Cochlear Prothesis" (J. Sinclair et al.); "Computer Technology For Communicatively Handicapped Pupils in Public Schools" (D. Soroky et al.); "Visagraph Eye-Movement Recording System" (B. Talluto); "The PortaBraille-A Communication Device For The Blind" (W. Thompson); "Computer Applica-tions In Deaf Education" (R. Trachtenberg); "The Integration Of Logic Software Into The Curriculum Through Activities Away From The Computer" (L. Ware). (CL)

ED 276 234 EC 191 352

ED 276 234

BGL 191 352

Ball. Stanley
Similarities in Cognitive Development of Severely
Physically Handicapped and Younger Regular
Students.

Pub Date—86

Note—9p.; In: Murphy, Harry J., Ed.; Dunnigan, J.
A., Ed. Computer Technology and Persons with
Disabilities: Proceedings of the Conference
(Northridge, California, October 17-19, 1985);
see EC 191 351.

Pub Tyce—Speeches/Meeting Papers (150) — Re-

(Northridge, California, October 17-19, 1985); ace EC 191 351.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF91/POI Plus Postaga.

Descriptors—"Cognitive Development, "Computer Assisted Instruction, Developmental Stages, Elementary Secondary Education, Learning Processes, "Microcomputers, "Physical Disabilities Identifiers—"LOGO, Programming Language

The paper presents a description of and a rationals for a single-stroke LOGO package for physically handicapped students. The package is intended to promote cognitive decision making via a simplified single-stroke keyboard approach. Sequential behaviors of nonhandicapped students learning to use the system are described. Physically handicapped students, while slower, proceed through the sequence in a fashion similar to nonhandicapped peers. For these students, computer interaction may promote cognitive development not possible with any other media. (CL)

ED 276 235 EC 191 353

Cunningham, Pat Gose, Joan Telecommunication for the Physically Handi-

Telecommunication for caped.

Pub Date—86
Note—17p.; In: Murphy, Harry J., Ed.; Dunnigan,
J.A., Ed. Computer Technology and Persons with
Disabilities: Proceedings of the Conference
(Northridge, California, October 17-19, 1985);
see EC 191 351.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MP0I/PC01 Plus Postage.
Descriptors—Electromechanical Aids, High
Schools, \*Physical Disabilities, \*Telecommunications

Schools, "Physical Disabilities, "Telecommunications
The paper examines the uses of telecommunication for physically handicapped students. Basic
equipment, including a modem and keyboard interface, are described. The types and uses of computer
bulletin boards are also described. Among benefits
of telecommunications for physically handicapped
students noted in the paper are social prestige, accessible shopping and banking services, and an array
of job opportunities. Information on accessing other
systems is provided along with guidelines for operstraing bulletin board systems. The paper closes with
a discussion of problems and solutions in implementing telecommunications offered by a high
achool class with physically handicapped students
(CL)

ED 276 236 EC 191 354

ED 276 236

Dutton, Donna H.

Strategies to Promote Integration and Acceptance of Students with Disabilities among Their Nea-Disabled Peers, Using Microcomputers. Pub Date—36

Note—10p.; In: Murphy, Harry J., Ed.; Dunnigan, J. A., Ed. Computer Technology and Persons with Disabilities: Proceedings of the Conference (Northridge, California, October 17-19, 1985); see EC 191 351.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MFDI/PCDI Plus Postage.

Descriptors—Cerebral Palsy, Electromechanical Aids, Junior High Schools, "Mainstreaming, "Microcomputers, "Peer Acceptance, "Physical Disabilities, "Tutoring, "Word Processing
The paper describes three strategies featuring a microcomputer to promote the integration and acceptance of students with disabilities among their nondisabled peers. The first strategy is a cross-age tutoring program in which disabiled, learning disabiled, emotionally disabled, or mildly retarded students demonstrate computer use to nondisabled

kindergarteners. Positive outcomes are noted for the special class students as well as for the kinder-garten students. The second strategy involves an integrated primary class working in pairs on a sim-ple data base management program. Positive inter-actions are reported. In the final strategy, a seventh grader with cerebral palsy using a word processor as a prosthesis was able to participate in a main-streamed English class. Decreased isolation of the disabled student resulted as did a more realistic view of individuals with cerebral palsy. Software informa-tion is appended. (CL)

ED 276 237
Hall, Ed Harris, Ruth
Interactive-Observation in Commu EC 191 355

micative Disor-

ED 276 237

Hall Ed Harris, Rush
Interactive-Observation in Communicative Disorders,
Pub Date—86
Note—16p.; In: Murphy, Harry J., Ed.; Dunnigan,
J.A., Ed. Computer Technology and Persons with
Disabilities: Proceedings of the Conference
(Northridge, California, October 17-19, 1985);
see EC 191 351.
Pub Type— Reports—Descriptive (141)—
Speeches/Meeting Papers (150)
EDRS Price—MF01/PCD1 Plus Postage.
Descriptors—Classroom Techniques, "Communication Disorders, "Computer Assisted Instruction, Elementary Secondary Education, Faculty
Development, Feedback, Individualized Instruction, Interactive Policy of the Video, "Teaching Methods, "Training Methods, "Videotape Recordings
Through interactive-observation, the strengths of the video recorder (actual viewing experience) and the strengths of the computer (capability for feedback, record keeping, and problem analysis) can be combined and used in the preparation of personnel to educate handicapped children and youth. In the area of communicative disorders, accurate videotape portrayals of speech-language and hearing roblems could readily be transported from special rehabilitative sites to training facilities to familiarize educational personnel with the nature of a given disability and strategies for classroom management. In interactive-observation, a computer is connected through special hardware and software to a video player, and the computer controls the tape presented by the video system depending on the viewer's responses to the lesson programmed into the computer. Benefits of interactive-observation, and agreed instruction; increased motivation; increased attention span; and more immediate feedback. Benefits to the training information; content inservicing; usiformity of information to trainees and teachers. This paper describes this innovative teaching system, and includes some basic information on the type and cost of equipment (both hardware and software) necessary to run an interactive-observation learning center. (CB)

ED 276 238 EC 191 356

Hart-Davis, Sandra
Teaming the Classroom Computer with a Textbook
for Teaching Phonics to Hearing-Impaired Stub Date

desis.
Pub Date—86
Note—31p.; In: Murphy, Harry J., Ed.; Dunnigan,
J. A., Ed. Computer Technology and Persons with
Disabilities: Proceedings of the Conference
(Northridge, California, October 17-19, 1985);
see EC 191 351.
Pub Type—Speeches/Meeting Papers (150) —
Guides - Clasaroom - Teacher (052)
EDRS Price - MF61/PC12 Plus Pestage.
Descriptors—\*Computer Assisted Instruction,
"Hearing Impairments, "Phonics, Reading Instruction, Secondary Education, "Textbooks
The paper describes an approach to teaching phonics to hearing impaired 12-15 year olds through a
microcomputer. Under the guidance of a teacher, a
standard phonics textbook is paired with phonetic
and phonologic practice on the computer. Students
proceed 'hrough the materials at their own pace.
Three phases of learning are featured: (1) exposure
to words via pictures from the textbook; (2) participation in computer exercises; and (3) interaction
with specially designed crossword puzzles designed
to reinforce proper spelling, contextual meaning,
word association, and recall. Step by step procedures are described and computer acreens pictured.
Benefits of the approach, such as increased interest

and learning pace are noted. (CL)

ED 276 239 EC 191 35 Kleitman, Richard And Others Integrating Computer Technology with Severely Handleapped and Learning Handleapped Sta-EC 191 357

Integrating Computer Technology with Severely Handicapped and Learning Handicapped Students.

Pub Date—86
Note—13p.; In: Murphy, Harry J., Ed.; Dunnigan, J. A., Ed. Computer Technology and Persons with Disabilities: Proceedings of the Conference (Northridge, California, October 17-19, 1985); see EC 191 351.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PO1 Plan Poetage.
Descriptors—"Computer Assisted Instruction, "Computer Software, Elementary Secondary Education, "Emotional Disturbances, "Language Arts, "Learning Disabilities, "Severe Disabilities, Teaching Methods, Word Processing The paper describes and evaluates the use of computer instruction with three student populations: severely handicapped, and learning handicapped. In the first instance, instruction was aimed at helping severely handicapped students operate software as independently as possible. Important steps in the instructional process are noted, including the use of practice "on line" time and teacher supervision. Teacher inservice time is needed to master the operations. Instruction of learning and emotionally handicapped students used language arts software and focused on teaching students to use the festures of the Bank Street word processor. Among benefits to the Bank Street word processor. Among benefits to the street of the Bank Street word processor. Among benefits to the street of the Bank Street word processor. Among benefits to the street of the Bank Street word processor. Among benefits to the street of the Bank Street word processor. Among benefits to destruct of the street of the Bank Street word processor. Among benefits to the street of the Bank Street word processor. Among benefits to street word processor. English and software of the Bank Street word processor. Among benefits to street word processor. Among benefits to street word processor. English and software of the Bank Street word processor. English and software of the Bank Street word processor. English and software of the Bank St

ED 276 240 EC 191 35 Knoppel, Curt And Others Miss STIM: An Extra-Interactive Electronic EC 191 358

Knoppel, Curr And Others

Miss STIM: An Extra-Interactive Electronic

Learning System.

Pub Date—80

Note—15p., In: Murphy, Harry J., Ed.; Dunnigan,
J. A., Ed. Computer Technology and Persons with

Disabilities: Proceedings of the Conference
(Northridge, California, October 17-19, 1985);
see EC 191 351.

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MPBIJ/POII Plus Postage.

Descriptors—Audiovisual Aida, Audiovisual Instruction, "Computer Assisted Instruction," Computer Assisted Instruction, "Computer Software, Electromechanical Aida, Elementary Secondary Education, "Severe Disabilities, "Videodisks

The paper describes Miss STIM, an electronic teaching aid designed to increase the computer's educational potential for severely handicayped students. The aid incorporates both video images and sudio signals and is programed to present lesson material in conjunction with response from the students. System operation is described in terms of stimulus generators, student response recorders, video monitors, and computerized control devices. The student's physical responses are recorded on videotape for the instructor's use. The educational material is presented by means of disks performing three functions: coordination of different electronic components, control of audio/video images from the videodica players to the monitors, and data storage for individual student files following completion of a lesson. Versatility of the unit is stressed, and new programs under development are described. Appended materials list the main computer program menus and sub-menus and briefly describe a series of educational materials is cheduled for release in 1986-87. (CL)

ED 276 241 BC 191 359

ED 276 241
Oguthope, Russell T. And Others
Computerized Symbol Processing for Handlcapped Persons.
Pub Date—86
Note—26p.; In: Murphy, Harry J., Ed.; Dunnigan,
J. A., Ed. Computer Technology and Persons with
Disabilities: Proceedings of the Conference
(Northridge, California, October 17-19, 1985);
nee EC 191 351.
Pub Type—Specches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MP01/PCB2 Plus Postaga.
Descriptors—"Communication Aids (for Disabled),
"Communication Disorders, "Computers, Elle-

mentary Secondary Education, \*Multiple Disabilities, Nonverbal Communication, \*Severe Dis-

ities, Nonverbal Communication, "Severe Disabilities, Symbolic Language
lidentifiers—Biss Symbolis, Rebus
The paper describes the development of a computerized symbol processing system which allows
monspeaking severely handicapped persons to create communication electronically. Two pilot studies
investigated the use of Rebus and Biss Symbols
with either an Apple Graphics Tablet or the Power
Pad, a peripheral which allowed users to activate the
computer by touching the board with their fingers.
Positive results included improved speed and accuracy of performance, enhanced motivation, and reported teacher and parent satisfaction. Three case
studies illustrate the ability of multiply handicapped
studients to learn the use of the symbol processing
systems in a relatively short time. (CL)

ED 276 242 EC 191 360 Renouf, Andrew Phillips, Susan
Making Apple Computers Accessible to Blind
Children.

Children.
Pub Date—86
Note—11p.; In: Murphy, Harry J., Ed.; Dunnigan,
J. A., Ed. Computer Technology and Persons with
Disabilities: Proceedings of the Conference
(Northridge, California, October 17-19, 1985);
ace EC 191 351.

(Northridge, California, October 17-19, 1985); see EC 191 351.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MFDI/PCDI Plus Postage.

Descriptors—"Accessibility (for Disabled), \*Blindness. \*Communication Aids (for Disabled), \*Computer Software, Elementary Education, \*Microcomputers, \*Visual Impairments

Identifiers—Apple II, \*Speech Synthesizers

The study examined the feasibility of adapting commercially available educational software to a speech synthesizer compatible with the Apple II for use with 15 visually impaired students 8 to 12 years old. Sa were pre-tested on measures of auditory discrimination, computer literacy, keyboard proficiency, spelling, and language. Sa then received tutoring with the Echotype program (a typing program); 10 Sa received instruction with the Spelling Program, and 5 with the Language Program. Findings suggested increased exposure to the voice synthesizer was necessary to help students become sufficiently accustomed to the speech. All Sa showed considerable improvement in the typing skills, while the spelling program appeared to be enjoyable and motivating. Sa anxiety about computers decreased while their feelings of efficacy in using a computer increased slightly. (CL)

ED 276 243

ED 276 243 EC 191 361

Trachienberg, Renec Computer Applications in Deaf Education. Pub Date—86

Pub Date—86

Note—14p.; In: Murphy, Harry J., Ed.; Dunnigan, J. A., Ed. Computer Technology and Persons with Disabilities: Proceedings of the Conference (Northridge, California, October 17-19, 1985); see EC 191 351.

Pub Type— Speeches/Meeting Papers (150) — Guides - Non-Classroom (053)

EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—"Computer Assisted Instruction, Computer Uses in Education, "Deafness, Elementary Secondary Education, "Microcomputers, Tetoring
The paper examines applications of computers, in

tary secondary isotication, "Microcomputers, in cleaf education, noting three major functional areas: (1) the computer as a tutor; (2) the computer as a tool; and (3) the computer as a tutoe. Software in the tutor mode (computer assisted instruction) is reviewed, and the need for software in the language arts area is noted. Computer applications that bridge the tutor and tutee modes (including authoring systems and programing languages) are also noted. Computer tools include word processing and database programs, which may be incorporated into science or social studies curricula. The specience or social studies curricula. The special appropriateness of LOGO for hearing impaired children is also described. Microcomputers should be viewed as technological instruments that expand a student's intellectual environment. (CL)

ED 276 244 EC 191 362

McChenney, David
Slicing It Thick or Thin: A Data Based Management System.
Pub Date—Apr 86
Note—7p.; Paper presented at the Annual Convention of the Council for Exceptional Children

(64th, New Orleans, LA, March 31-April 4, 1986).

1986).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) Plus Postage.

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administration, \*Computer Managed Instruction, Database Management Systems, \*Disabilities, Elementary Secondary Education, \*Information Systems Identifiers—\*Special Education Data Management

Identifiers—"Special Education Data Management System
The paper describes the Special Education Data Management System (SEDMS), an approach which provides flexibility in meeting changing data requirements and which can generate reports in a reliable manner. Further, SEDMS is operable by a non-programer within a multi-user environment. SEDMS checks the validity of entries to ensure against inaccurate data entry. The system consists of two data bases called "students" and "staff." Actual data fields are listed in two appendixes. Cost of creating the system is noted and its cost effective nature indicated. (CL)

ED 276 245

EC 191 717

Prehm, Herbert J., Ed.

The Future of Special Education. Proceedings of the Council for Exceptional Children Symposium (Lake Genera, Wisconsia, May 1986).

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

criteren, Reston, va.
pons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
eport No.—ISBN-0-86586-171-4

Report No.—ISBN-0-86 Pub Date—87 Contract—400-84-0010

Contract—400-84-4010 Note—3920. Available from—The Council for Exceptional Chil-dren, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 (\$20.00, Publication No. B623)

dren, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 (320.00, Publication No. B623).
Pub Type—Collected Works - Proceedings (021)—Information Analyses - ERIC Information Policy, 120 - 120

FL

ED 276 246

FL 015 792

Ingram. D. E.
Proficiency in Syllabus Design and Assessment.
Pub Date—36
Note—37p.; Paper presented at the National Conference and Seminar of the New Zealand Association of Language Teachers (Dunedin, New Zealand, May 13-15, 1986).
Pub Type— Reports — Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PCT0 Plas Poetage.
Descriptors—Course Content, \*Curriculum Design, Evaluation Needs, Foreign Countries, \*Language Proficiency, \*Language Tests, \*Measurement Techniques, Needs Assessment, \*Rating Scales, Second Language Instruction Identifiers—Australia
A discussion of the relationship of second language course content and testing focuses on the instruction and assessment of language proficiency. Banic principles of measurement of proficiency and syllabus design for proficiency and their implications are examined. An approach is recommended to syllabus design that has the learner's real needs at its center, sets realistic goals in light of those needs, and identifies language content that will both satisfy those needs and lead to the desired proficiency rating scales provide the most valid and reliable means of measuring practical proficiency and also contribute to the process of course design. (MSE)

ED 276 247

FI. 015 993

ED Z76 247

Ragram, D. E.

Languages and the Export Economy.

Pub Date—Sep 86

Note—35p; Paper presented at the Biennial Nitional Language Conference of the Australia Federation of Modern Language Teachers Associations (Adelaide, Australia, September 5-1986).

1986).

Pub Type—Reports - Evaluative (142) — Opinion
Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF91/PC02 Plus Postage.
Descriptors—Economic Climste, "Economic Development, "Educational Needs, Educational
Policy, Ethnocentriam, Foreign Countries, Global
Approach, "International Relations, "International Trade, "Language Role, "Second Language
Instruction
Identifiers—"Australia
The improvement of language skills and intercul-

Instruction
Instruction
Identifiers—\*Australia
The improvement of language skills and intercultural understanding among Australians for the purpose of increasing their country's ability to develop a strong export economy is explored. It is argued that a formidable language teaching system in education is vital to the strengthening of Australia's international reputation in world markets. Australians need to increase their skill levels in other languages and their understanding of other cultures and they must also use those skills to their best advantage. Fifteen vital issues related to the need for reform of the Australian language education system are enumerated and discussed. The paper concludes by calling for an increase in the number, diversity, and quality of second language teachers, and an educational policy that is less institutionally racist and more responsive to the country's economic and social needs. (TR)

ED 276 248 FL 016 140

ED 276 248 FL 016 140 Staton, Jone, Ed. And Others Dialogue, Volume 1, 1962-1983. Center for Applied Linguistics, Washington, D.C. Pub Date—83 Note—36p.; For volume 2 of Dialogue, see FL 016 139 and FL 016 208-209.

141. For restated occuments, see FL U16 139 and FL 016 208-209. Journal Cit—Dialogue; v1 n1-4 Apr. Aug 1980-83 Pub Type—Collected Works - Serials (022) EDRS Price - MP01/PC02 Pius Postags. Descriptors—Adult Hducation, "Clasaroom Techniques, Dialogs (Language), "Diaries, Elementary Secondary Education, Faculty Development, Higher Education, "Instructional Effectiveness, "Interpersonal Communication, Newsletters, Research Projects, Second Language Instruction, "Teacher Student Relationship Identifiers—"Dialogue Journals Volume 1 of the dialogue journal newsletter contains contributions from the editors and teachers concerning the use of dialogue journals as a means of sustained written interaction between students and teachers at all educational levels and in second language and other types of instruction. The information presented includes techniques, ideas, opinions, results, examples, information sources, and

other resources for dialogue journal use in educa-tion. (MSE)

FL 016 141

Staton, Jana, Ed. And Others Dialogue, Volume 2, 1984-1985. Center for Applied Linguistics, Washington, D.C. Pub Date—85 Pub Date-

ub Date—35 fote—38p.; For volume 1 of Dialogue, see FL 016 140. For related documents, see FL 016 139 and FL 016 208-209.

FL 016 208-209.

Journal Cit—Dialogue; v2 n1-4 Jan-May 1984-85

Pub Type—Collected Works - Serials (022)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Adult Education, Classroom Techniques, Dialogs (Language), \*Disries, Elementary Education, Faculty Development, Higher Education, \*Instructional Effectiveness, \*Interpersonal Communication, Newsletters, Research Projects, Second Language Instruction, Special Education, \*Teacher Student Relation-ahip

search Projects, Second Language Instruction, Special Education, "Teacher Student Relationahip Identifiers—"Dialogue Journals Volume 2 of the dialogue journal newsletter contains contributions from the editors and teachers concerning the use of dialogue journals as a means of sustained written interaction between students and teachers at all educational levels and in second language and other types of instruction. The information presented includes techniques, ideas, opinions, results, examples, information sources, and other resources for dialogue journal use in education. Issue 4 of this volume focuses on the use of the technique in special education for educationally mentally retarded and learning disabled students. (MSE)

ED 276 250

FL 016 172

ED 276 250

Bhargava, Rajul
Communicative Language Teaching: A Case of
Much Ado About Nothing.
Pub Date—Apr 86
Note—11p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (20th, Brighton, England, April 1986).
Pub Type—Information Analyses (070) — Opinion
Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—\*Communicative Competence (Languages), Developing Nations, Foreign Countries, \*Instructional Effectiveness, \*Perogram Effectiveness, Research Methodology, \*Research Problems, Second Language Instruction, \*Teaching Methods

lems, Second Language Instruction, "Teaching Methods Identifiers—"Communicative Approach, India The communicative approach to second language instruction has gained disproportionate publicity in the language teaching profession through the Communicative Teaching Project in Bangalore, India. Because of a series of articles and books and presentations at conferences advertising the project's aleged innovativeness and effectiveness, it has become an anchor for the advocates of the communicative approach. No attempt has been made to become an ancnor for the advocates or the commu-nicative approach. No attempt has been made to make a truly objective and reliable evaluation of the expensive project, but it has been leant credibility by expensive project, but it has been leant creamousty by the prestige of a number of organizations and indi-viduals associated with it. Elsewhere, the technique has not been as successful. Language teaching is suffering from overdependence on theory and inad-equate respect for practice, in which eclecticism is more useful than slavish advocacy. (MSE)

ED 276 251 FL 016 200

Abbott. Barbara
Nondescriptionality and Natural Kind Terms.
Pub Date—Sep 86
Note—12p.; Revised version of a paper presented at the Annual Kentucky Foreign Language Conference (April 1986).
Pub Type—Information Analyses (070) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

(130)
EDRS Price - MF01/PC01 Plus Pustage.
Descriptors— "Concept Formation, "Epistemology,
Language Processing, "Language Research, "Linguistic Theory, "Semantics
Identifiers—"Nature
English and consumable.

Identifiers—"Nature English, and presumably any natural language, contains a small group of expressions referring to species of things found in nature. These species are defined by their internal structure, determined by genetics in the case of living things and by chemical or physical properties in the case of others. The reference of these terms is determined by these

properties, but the properties are not semantically associated with the terms in question because the terms were introduced before science discovered the internal structure properties. Therefore, some of the terms are nondescriptional. Two theorists, Kripke and Putnam, have shown that in the case of this group of natural kind terms, humans let the natural essence or properties function as Locke's nominal essence, or sense. This is supported by evidence from a study of language use in ten-year-olds. However, this class of terms is smaller than was previously thought, and some questions about it remain, including the function of nondescriptional terms within the language, possible grammatical correlates of nondescriptionality, the relationship between descriptionality and decompositionality, and learnability. (MSE)

between descriptionality and decompositionality, and learnability. (MSE)

ED 276 252

FL 016 203

Dimond, Edith d'Olive

The Effectiveness of Productive Writing as Subject

Matter in Teaching Advanced Level English.

Pub Date—May 34

Note—38p; Master's Thesis, American University in Cairo.

Pub Type—Dissertations/Theses—Masters Theses

(042) — Reports—Evaluative (142)

EDRS Price—MF0L/PO4 Pins Pastage.

Descriptors—Advanced Courses, Comparative Analysis, "Curriculum Design, Educational Strategies, "English (Second Language), Federal Programs, Foreign Countries, Higher Education, "Instructional Effectiveness, Program Effectiveness, Second Language Instruction, Technical Assistance, "Writing Instruction, Technical Assistance, "Graphs as a second language in a U.S. Agency for International Development (USAID) language for Congram at the American University in Cairo participated. The students, assigned to treatment group by class, were evaluated for improvement in English usage and listening comprehension. The results show both approaches to be effective in terms of mean achievement gians. However, the range of scores became narrower in the productive writing groups, and the percentage of those students meeting the minimum achievement level set by USAID was noticeably higher, supporting the use of the productive writing approach. (MSE)

ED 276 253 FL 016 205 Powell, Bob
Boys, Girls, and Languages in School.
Centre for information on Language Teaching and
Research, London (England).
Report No.—ISBN-0-948003-70-7
Pub Date—86

Report No.—ISBN-0-948003-70-7
Pub Date—86
Note—91p.
Pub Type— Information Analyses (070)
EDRS Pice - MPDI/PC04 Plus Postage.
Descriptors—"Curriculum Design, "Educational Attitudes, Educational Research, Enrollment Trends, "Equal Education, Foreign Countries, "Language Enrollment, "Second Language Learning, "Sex Differences, Trend Analysis Identifiers—United Kingdom An examination of Great Britain's declining language enrollment focuses on the disproportionate decline among boys taking languages. The literature and public policy decisions concerning equal educational opportunity for the sexes and students' curriculum choices are reviewed. The extent of the enrollment imbalance at the levels of secondary, higher, and teacher education are examined, and the claims and counter-claims of researchers concerning sex differences and sex role formation as they relate to this issue are outlined. The factors that help and hinder equality of opportunity in foreign language education are studied, including formal elements such as curriculum design and variables under the prevailing teacher and student attitudes. Certain practical remedies are proposed for retaining both boys and girls in foreign language study for more than the current compulsory two or three years. (MSE)

ED 276 254 FL 016 206 Resettlement Case Study: Impacted East Coast Metropolitan Area. Center for Applied Linguistics, Washington, DC. Refugee Service Center.

Pub Date—Mar 86
Note—33p.
Pub Type— Reports - Research (143) — Reports—Descriptive (141)
EDRS Price - MF91/PC02 Plus Postage.
Descriptors—Acculturation, "Adjustment (to Environment), Case Studies, Diaries, Family Life, "Land Settlement, Personal Narratives, "Religiones, "Urban Areas, "Vietnamnee Peopie The resettlement experiences of a Vietnamsee refugee family in an East Coast metropolitan area with a large refugee influx is studied. The report is in the form of a journal written by a family member, but is actually a composite of real experiences based on information gathered from interviews with individuals knowledgeable about refugee resettlement in the area. The family includes a mother, father, three school-age children, and the father's older brother and sister-in-law. The marrative begins on the family's first day in the United States and proceeds through the first year of resettlement. It presents the father's inpressions, stitudes, and concerns, and describes general and specific experiences of accultration and adjustment. Margin motes refer to discussion points made in notes at the end of the text. An evaluation form to be used by readers of the study is also included. (MSE)

An evaluation from to be used by readers of the study is also included. (MSE)

ED 276 255

FL 016 207

Resettlement Case Study: Non-Impacted Small Midwasters City.

Center for Applied Linguistics, Washington, DC. Refugee Service Center.

Pub Date—Mar 86

Note—28p.
Pub Type— Reports - Research (143) — Reports - Descriptive (141)

EDRS Price - MP01/PC02 Plus Postage.
Descriptors—"Acculturation, "Adjustment (to Environment), Asian Americans, Case Studies, Disries, Family Life, "Land Settlement, "Lotiana, Personal Narratives, "Refugees, Urban Areas Identifiers—United States (Midwest)

The resettlement experiences of a Laotian family in a Midwestern agricultural community is studied. The characters and places are fictitious, but the story is based on actual experiences of refugee families resettling in areas without a heavy refugee instructing in formation is drawn from inserviews with refugees of several nationalities and with Americans, knowledgeable about refugee resettlement. The story is told from the perspective of a 30-year-old Lao woman, beginning on the day her family decides to leave Laos and proceeding through the first two years in the United States. Characters include the Lao extended family of eight, another Laotian family, and two Americans. The narrative presents the woman's impressions, attitudes, and concerns, and describes general and specific experiences of acculturation and adjustment. Margin notes refer to discussion points made in notes at the end of the text. An evaluation form to be used by readers of the study is also included. (MSE)

FL 016 208 ED 276 256

ED 2.70 2007
Psyton, Joy Kreeft
Questions in ESL Classroome: New Perspectives
from Written Interaction.
Center for Applied Linguistics, Washington, D.C.
Snons Agency—National Inst. of Education (ED),

Center for Applied Linguistics, Washington, D.C. Spons Agency—National Inst. of Education (ED), Washington, D.C. Pub Date—[86]
Note—38p.; A revised version of a paper presented at the Annual Summer Meeting of the Teachers of English to Speakers of Other Languages (7th, Washington, DC, July 12-13, 1985). For related documents, see FL 016 209 and FL 016 139-141. Pub Type— Reports - Research (143)
EDRS Price - MF91/PC92 Phus Postage.
Descriptors—"Classroom Communication, "Dislogs (Language), Biscourse Analysis, English (Second Language), Grade 6, Intermediate Grades, "Limited English Speaking, "Questioning Techniques, Second Language Instruction, "Teacher Student Relationship, Written Language

\*Teacher Student guage
Juage
Identifiers—Dialogue Journals
Questioning patterns in dialogue journal interactions of two groups of sixth graders are analyzed.
One of the two groups was made up of native English speakers, while the other consisted of beginning learners of English as a second language. The analysis finds a pattern of shared interaction very different from that found in numerous studies of classroom discourse. In it, both participants, student and teacher, introduce topics and ask questions.

Analysis of the form and type of teacher questions to individual students reveals considerable variation in both, related to the student's English proficiency level. This variation is similar to patterns found in native speaker-nonnative speaker interactions. Analysis of student questions and responses to teacher questions reveals increased student participation in the interaction over time. These findings suggest that dialogue journals offer a useful supplement to traditional classroom discourse, and perhaps a model that can be transferred to other interactions in the classroom context. A reference list, 2 figures, and 12 tables are appended. (Author/MSE)

FL 016 209 ED 276 257

ED 276 251
Pryton, Joy Kreeft Writing and the Acquisition of English Grammstical Morphology.
Center for Applied Linguistics, Washington, D.C. Spons Agency—National Inst. of Education (ED), Spons Agency—Nationa
Washington, DC.
Pub Date—[86]
Grant—NIE-G-83-0030

Tote—52p.; For related documents, see FL 016 208 and FL 016 139-141.

Note—52p.; For related documents, see FL 016 208 and FL 016 139-141. Pub Type—Reports - Research (143) EDRS Price - MF01/PC03 Plus Postage. Descriptors—Classroom Techniques, Dialogs (Language), \*Baglish (Second Language), \*Grammar, Instructional Effectiveness, Interinaguage, \*Clearning Processes, \*Morphology (Languages), Second Language Instruction, Instruction Instru and (4) ESL learners can compose and express themselves in English long before they have mas-tered its forms and structures. References, tables, and figures are appended. (MSE)

ED 276 258

ED 276 258

FL 016 210

Peurson, E.

Results of Discourse Analysis Applied to the Oral

English Classroem.

Pub Date—Sep 85

Note—20p.; Paper presented at the Annual Meeting of the Japanese Association of Language

Teachers (Kyoto, Japan, September 14-16, 1985).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—\*Classroom Communication, \*Discourse Analysis, \*English (Second Language), Foreign Countries, \*Oral Language, \*Research Methodology, \*Research Utilization, Second Language instruction, Speech Acts Identifiers—Japan

Within the field of linguistics there are several very different approaches to discourse analysis. Sociolinguists look at the structure of social interaction as manifested in conversation. Psycholinguists are concerned with aspects related to language comprehension. Philosophical and formal linguists are concerned with aspects related to language comprehension. Philosophical and formal linguists are interested in the semantic relationships and syntax in constructed pairs of sentences. Computational inguists produce models of discourse processing. All of these approaches can be of value in the English as a second language (ESL) classroom. One university ESL teacher in Japan used the results of a study analyzing the agreement/disagreement function in spontaneous, unrehearsed conversation among native English speakers in order to design instruction and choose appropriate ESL materials. The teacher used these findings concerning the types and proportions of expressions of agreement and disagreement to design lessons introducing 10 forms for this function. In addition, the teacher used this information to analyze the appropriateness of

the forms taught in two well-known ESL textbooks, and determined that the language presented in them was unlike that of native speakers and in some cases might be considered rude. (MSE)

FL 016 211 ED 276 259

ED 276 259 FL 016 211

Birdsong, David

Empirical Impediments to Theories of Secund

Language Acquisition.

Pub Date—Apr 86

Note—11p.; Paper presented at the Kentucky Foreign Language Conference (Lexington, KY, April

24-26, 1986).

eign Language Conference (Lexington, KY, April 24-26, 1986).
Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150).
EDRS Price - MP01/POI Plus Postage.
Descriptors—Adult Learning, \*Data Interpretation, \*Grammar, \*Language Universals, Learning Processes, \*Linguistic Theory, \*Research Methodology, \*Second Language Learning A recent wave of linguistic research has attempted to demonstrate empirically that in learning the syntax of a second language, adults re-access their universal grammar (UG). However, the conspicuous lack of success of second language learners heasused researchers to seek evidence in experimental data. The most expedient source of this data is grammaticality judgments, and they present problems of reliability and validity. More trustworthy elicitation techniques have been developed, but grammaticality judgments are still being used with few methodological safeguards. The most serious barrier to the development of a "principled theory" of second language learning appears to be reliance on unprincipled data. (MSE)

FL 016 213 ED 276 260

ED 276 260

FL 016 213

McInnes, Marguerite M.

A Preliminary Report on an Investigation Using a Plagetian Model to Teach Reading to Spanish-Speaking Secondary Students.

Pub Date—Apr 36

Note—45p; Paper presented at the Annual International Bilingual / Bicultural Education Conference of the National Association for Bilingual Education (15th, Chicago, IL, April 1986).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF91/PC02 Plus Postage.

Descriptors—Classification, Engish Second Language), High Schools, \*Horizontal Organization, Limited Engish Speaking, Piagetian Theory, Reading Comprehension, \*Reading Instruction, \*Reading Comprehension, \*Granding Instruction, \*Reading Skills, Reading Strategies, \*Spanish Horizontal instruction techniques used to improve reading skills were tested with 63 limited-Engish-speaking, Spanish-dominant high school students. The students were divided into four groups. Two experimental groups received instruction in how to infer the main idea of a paragraph through sequential lessons in classification skills. Two control groups were taught to find the paragraph through sequential lessons in classification techniques. One experimental and one control group were taught in English and the others were taught bilingually. Contrary to expectation and previous research, results on word classification at rechniques. However, some evidence was found for a treatment effect for abstract paragraph tasks, although it was not statistically significant evidence to support use of the classification techniques. However, some evidence was found for a treatment effect for abstract paragraph tasks, although it was not statistically significant. The two bilingual groups showed significant proteopostered these results. Purther research is recommended. (MSE)

ED 276 261

FL 016 214

ED 276 261

Hanson, Klass
Providing Students with More than Just Another
Class Project: A Journalism Writing Course at a
German Summer School.
Pub Date—[86]
Note—13p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Class Activities, "German, Higher
Education, "Intensive Language Courses, "Journalism, "Newspapers, Second Language Instruction, Student Projects, "Student Publications,
Summer Schools, "Writing Instruction
Intensive summer language schools are designed
to increase student exposure to the target language,
both in quantity and type. One way to increase stu-

dent interest in the input is for a journalism class to produce a daily student newspaper in the target language. Such a project has gained popularity at a Fortland, Oregon intensive German summer school. The newspaper project holds the interest of these intensive language students, for it allows them to read about up to the minute news events in the target language, ridding them of any feelings of isolation from the real world. The publication's language is usually quite simple since it is created by students for students, and it can report campus, local, and world news. The skills practiced in producing the newspaper go beyond classroom language is usually quite shering, class discussion, interviewing and other specialized information gathering, translation, and organization and composition of the articles. It has been found to be an extremely time-efficient activity because of the intensive student participation. Students have also sharpened journalistic skills, German keyboard use, and word separation skills. Undergraduate or beginning graduate courses in which the students have had some advanced composition and conversation and are interested in improving, accelerating, and diversifying their writing skills, are best suited for this kind of course. (MSE)

tims time of course. (MSR)

ED 276 262

FL 016 227

Giauque, Gerald S.
Teaching for Constent: Greek Mythology in French.
Pub Date—[86]

Note—11p.
Pub Type— Reports - Descriptive (141)

EDRS Price - MF0L/PC01 Plus Postage.
Descriptors—Context Clues, "Course Content, "Course Organization, Cultural Education, "French, Grammar, Greek Civilization, Higher Education, Language Skills, Literature Appreciation, "Mythology, Secondary Education, Second Language Instruction, Textbooks
Identifiers—"Content Area Teaching, "Greek Mythology

Language Instruction, Textbooks Identifiers—\*Content Area Teaching, \*Greek Mythology
An intermediate-level university French course in Greek mythology was developed to (1) improve stadent skills in reading, writing, speaking, and comprehending French, (2) familiariae students with Greek mythology, and (3) prepare students to deal better with allusions to Greek mythology in French literature. The texts used are a French translation of Bdith Hamilton's classic: "Greek Mythology" and a grammar review text designed for American students. Students are encouraged to read the mythology text in both French and English and make comparisons. The course is not difficult for a teacher of French to teach, and its content is closely related to classical French culture. It also serves as an introduction to Greek culture, and the course has been used by some students for credit in the humanities rather than French. Students at this academic level are ready to undertake content-area material in French. Classroom activities consist of discussion of literary and linguistic aspects of the mythology text. Emphasis is placed on understanding both written and oral French. The course could be adapted to students with an ongoing interest in French studies. (MSE)

ED 276 263 FL 016 228

ED 276 263

Terrio, Susan J.

Building Critical Thinking Skills through Writing
in the Poreign Language Classroom.

Pub Date—Apr 86

Note—16p; Paper presented at the Annual Meeting of the Northeast Conference on the Teaching
of Foreign Languages (33rd, Washington, DC,
April 17-20, 1986).

Pub Type— Reports — Descriptive (141) —
Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Cognitive
Processes, "Critical Thinking, Curriculum Development, Diaries, French, Higher Education,
"Language Proficiency, Rating Scales, Second
Language Instruction, Skill Development, "Writing Exercises, "Writing Instruction, "Writing Processes

cesses
Research indicates that writing can be an important vehicle for integrating all the learning that occurs in a foreign language. However, a number of
factors have conspired to displace foreign language
writing as a critical skill: the push for oral proficiency, departmental fragmentation, larger class
sizes, and heavier faculty loads. Second language
instruction should both teach the mechanics of wriing in the target language and stress that writing

builds critical thinking skills and ultimately produces more proficient writers in both native and second languages. This argument can be illustrated through an analysis of currently used oral language proficiency rating guidelines and their relationship to cognitive skill development. Second language prewriting strategies and writing assignments used in one college French curriculum are designed based on principles of native language writing instruction and include sentence-combining and critical text reading exercises, description and composition assignments, a mock press conference, a simulated travel diary, sequenced assignments on cultural topics, student paper exchanges, and dialectical journals. (MSE)

ED 276 264

Ravid. Ruth D.

The Correlation of Parents' and Students' Attitudes with Hebrew Language Achievement.

Pub Date—Apr 86

Note—15p; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

ciation (67th, San Francisco, CA, April 16-20, 1986).

1986).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Achievement Rating, Comparative Analysis, Comparative Testing, Correlation, Difficulty Level, "Hebrew, "Language Attitudes, "Parent Attitudes, "Second Language Learning, "Sex Differences, "Student Attitudes, Uncommonly Taught Languages A study investigated correlations between students attitude investigated correlations between students attitude differences of students in the third and fourth years of Hebrew study. Parents and students in four Chicago-area supplementary Hebrew schools were administered attitude questionnaires, and students achievement was measured with standardized, norm-referenced tests. The findings were contrary to expectations. The correlation between parents' and students' attitudes was low and not significant. There was no difference between boys' and girls' mean attitude soores, and no difference between the two instructional levels. (MSE)

FL 016 231 ED 276 265

ence between the two instructional levels. (MSE)

ED 276 265

FL 016 231

Coulmas, Florian, Ed.

What Are National Languages Good for? Papers presented at a Workshop of the Linguistics Society of America Institute (Washington, D.C. July 17, 1985).

Linguistic Society of America, Washington, D.C. Pub Date—17 Jul 85

Note—267p., For individual Two Problems of papers, see FL 016 232-239.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF91/PC11 Plus Postage.

Descriptora—Arabic, Developing Nations, Dischronic Linguistics, Ethnicity, Hebrew, Language Classification, Language Planning, "Language Scale, Language Standardization, "Language Variation, Malay, Multilingualism, "Official Languages, New Policy Formation, "Political Influences, Swahili, Uncommonly Taught Languages Identifiers—Artica (Bast), Ethiopia, Indonesia, Malaysia, Morocco, Singapore

Papers from a workshop on the role and development of national languages include: "What Is a National Language Good for?" (Florian Coulmas); "Tote Language Born: Thoughts on the Problem of National and International Languages" (Jacob Mey): "Swahili as a National Language (Robert Leoper); "The Emergence of the National Language in Ethiopia: An Historical Perspective" (Mulugeta Seyoum); "Malay in Indonesia, Malaysia, and Singapore: Three Faces of a National Language (Mulugeta Seyoum); "Malay in Indonesia, Malaysia, and Singapore: Three Faces of a National Language (Peter Lowenberg); and "What National Languages Reference of the National Language of Culmers Reference of the Wath National Languages of Peter Lowenberg); and "What National Languages Reference of the Wath National Language Reference of the Wath National Languages Reference of the Wath National Languages and Good for" (Ralph Facold). (MSE)

ED 276 266 FL 016 232
Coulmax, Florian
What Is a National Language Good for?
Pub Date—17 Jul 85
Note—38p.; In: What Are National Languages
Good For? Florian Coulmas, Ed.; see FL 016 231.

Pub Type—Information Analyses (070) — Reports - Evaluative (142) — Speeches/Meeting Papers

Pub Type—Information Analyses (070) — Reports
- Evaluative (142) — Speeches/Meeting Papers
(150)

EDRS Price - MP61/PC02 Plus Postage.

Descriptors—\*Colonialism, Developing Nationa,
Diachronic Linguistics, Ethnicity, Group Unity,
Ideology, Language Attitudes, \*Language Role,
Nationalism, \*Official Languages, \*Political Divisions (Geographic). \*Political Influences, Social
Attitudes

The question of what a national language is good
for has been asked and answere depends on historical
circumstances. Many assume that there is a direct
relationship between language and nation. Leibnir
argued in 1683, at a time when bilingualism was
accisally stratifying, that nation and language flourish together. He advocated cultivation of German as
a national language in order to spread education
broadly. Later, Fichte saw language as the voice of
the nation and theorized about qualitative differences between languages. Humboldt wrote about
the concept of nation and national character based
on language. Industrialization, urbanization, and
growing linguistic nationalism in Western Burope
influenced the crystallization of ethnic and linguistic identities on the continent. However, the issue of
political autonomy for a linguistically defined group
has proven to be divisive, as in the Greek struggle
gaginst Turkish rule. In Africa, decolonization has
produced new states, but language has not been a
cohesive symbol or influence. In some cases, such as
India, colonization and language importation have
effectively denationalized the native language, and
the process of decolonization reopens the question
of ideology and national languages. A four-page reference list concludes the document. (MSE)

ED 276 267

FL 016 233

ED 276 267

Mey, Jacob
To the Language Born: Thoughts on the Problem of
National and International Languages.
Pub Date—17 Jul 85
Note—249; In: What Are National Languages
Good For? Florian Coulmas, Ed.; see FL 016 231.
Pub Type—Reports—Evaluative (142) — Opinion
Papers (120) — Speeches/Meeting Papers (150)
EDRS Price—MPDI/PCBI Plus Postage.
Descriptors—Computer Oriented Programs, "Intercultural Communication, International Relations, Language Usage, National Norms, National Relations, Language Usage, National Norms, National Programs, "Official Languages Standardization,
Language Role, "Language Standardization,
Language Role, "Language Standardization,
Language Role, "Language Standardization of the Principal motivation for and main value of the
national language concept is its character as a standard for all users, but that standard most often reflects the norms and beliefs of a cultural and
economic elite and the "nation" becomes synonymous with the ruling class. It would be more useful
to talk about a standard usage imposed on the language's users by the state's institutions and classes,
removing the ideological veil surrounding the concept of "nation." The need for a standard exists only
in written communication, since the people with
enough power to demand to be understood usually
make themselves understood. As written communication
is accomplished increasingly by computer,
the computer could be allowed to standardize and
sanitize output. It could then reduce discrimination
based on spelling or handwriting. The problem of
enforcing a linguistic standard in an "international
language" such as English could be resolved by forbidding native speakers of those languages to speak
them among non-native speakers, forcing them to
speak a language not native to them and ending
linguistic imperialism. (MSE)

ED 276 268 FL 016 234

ED 276 268

Merritt, Marilyn Abdulazir, Mohamed H.
Swahlil as a National Language in East Africa.

Pub Date—17 Jul 85

Note—33p.; In: What Are National Languages
Good Por? Florian Coulmas, Ed.; see FL 016 231.

Pub Type—Reports - Evaluative (142) — Historical Materials (060) — Speeches/Meeting Papers
(150)

(150)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Cultural Pluralism, Developing Nations, Dischronic Linguistics, Foreign Countries, Geographic Distribution, "Language Role, Language Usage, Language Variation, Multilingualism, "Official Languages, Political Influences, Public Policy, "Sociocultural Patterns, "Swahili, Uncommonly Taught Languages Identifiers—"Africa (East), Kenya, Tanzania,

Uganda
The historical background and the current status
of Swahill in Kenya and Tanzanis, where it is designated as the national language, and in Uganda,
where it has assumed a less prominent role, are deacribed. Major factors contributing to the selection
of national languages in the region are presented.
The ways both linguistic and sociopolitical features
influence a language's visibility as the national language, especially in a beavily multilingual, multicaltural setting are analyzed. The discussion focuses on
the ongoing competition between languages in different domains and the complexity of language
choice for individual speakers. Changes occurring in
Swahill's internal development and patterns of use
are also examined in this context. (MSE)

ED 276 269

FT. 016 235

ED 276 269

Seckinger, Beverley
Implementing Morocco's Arabization Policy: Two
Problems of Classification.
Pub Data—17 Jul 35
Note—32p.; In: What Are National Languages
Good For? Florian Coulmas, Ed.; see FL 016 231.
Pub Type— Reports - Bvaluative (142) —
Speeches/Meeting Papers (150)
EDRS Price - MP01/P02 Plus Postage.
Descriptors—"Arabic, "Colonialism, Developing
Nations, Poreign Countries, Geographic Distribution, Language Usage, Languages Variation, National Norms, "Official Languages, Folicy
Pormation, "Political Influences, "Public Policy,
"Sociocultural Patterns, Uncommonly Taught
Languages

Romation, "Political Influences, "Public Policy, "Sociocultural Patterns, Uncommonly Taught Languages Identifiers—"Morocco Pollowing its independence from France in 1936, Morocco declared Arabic its official language. Successive policies of Arabic ones. However, there are two kinds of problems with the way the Moroccan language situation has been described and analyzed for policy formation: (1) models of language use treating oral and written language varieties as distinct systems are inaccurate and idealized, and (2) implementing Arabization is a slow, uneven process. In the process of changing from one language use system to another, many individuals fall into the cracks created by the changeover. Some are trained in one language and expected to function in another, and some are partially trained in one language and expected to complete training in another, without adequate preparation. This is the case in Morocco, where the normative policies do not accurately reflect the sociolinguistic situation. These problems have important implications for planners and policymakers, who must accurately assess the situation before acting to change it. A three-page reference list concludes the document. (MSE)

FL 016 236 ED 276 270

ED 276 270

Cooper, Robert L.

Modern Hebrew as a National Language.
Pub Date—17 Jul 85

Note—17p.; In: What Are National Languages
Good For? Florian Coulmas, Ed.; see FL 016 231.
Pub Type— Historical Materials (060) —
Specches/Meeting Papers (150)
EDES Price - MPDL/PCBI Plas Postage.
Descriptors—Diachronic Linguistics, "Eithnicity, Foreign Countries, Group Unity, "Hebrew, "Language Role, "Nationalism, "Official Languages, Political Influences, Self Determination, Uncommonly Taught Languages
Identifiers—"Israel
Modern Hebrew is an excellent example of a national language, an indigenous language that its speakers view as uniquely related to their common history, values, and identity, Hebrew was a unifying factor for millenia before the rise of modern national movements. When the movement for the restoration of Jewish political self-determination arose, Hebrew served as a symbol around which national sentiment could be mobilized. After self-determination was realized, it became a medium for the Instancion was realized, it became a medium for the Instancion of Jewish political self-determination continuing as a symbol of a diverse population, continuing as a sanguage an an everyday language in the land of its birth has helped Israeli Jews to justify and legitimize their sovereignty over a land where two national movements compete. (MSE)

ED 276 271

FL 016 237

The Emergence of the National Language in Ethiopia: An Historical Perspective.
Pub Date—17 Jul 85
Nota—69; In: What Are National Languages
Good Por? Florian Coulmas, Ed.; see FL 016 231.
Pub Type— Historical Materials (060) —
Speeches / Meeting Papers (130)
EDRS Price - MP01/PC03 Plus Postage.
Descriptors—"Amharic, "Developing Nations,
Diachronic Linguistics, Ethnicity, Foreign
Countries, "Language Role, Language Standardization, Language Usage, Multilingualism, "Offscial Languages, Policy Pormation, "Political
Influences, Public Policy, Social Change, Socioeconomic Status, Uncommonly Taught Languages

economic Status, Uncommonly Taught Languages litentifiers—"Ethiopia Modern Ethiopia has made progress that has altered the status and functions of its various languages. With modernization, the reasons for and means of interethnic contact have multiplied, creating the need for a common language. Amharic, once confined to a rather small area, has spread goographically and grown in status in the last thousand years, and has assumed the role of a common language. Now it is a relatively developed and standardized language with an extensive literary heritage appealing to a growing population. It is also closely associated with opportunity and is gaining popularity among the young. Bilingualism is increasing. However, until Amharic serves both the urban and rural populations and attains a higher level of linguistic development, it will not become a truly common tongue. For those changes to occur, Ethiopia must reach a higher level of is exciseconomic and cultural developmant and promote a language pelicy that accommodates popular needs associated with the use of local, national, and international languages silke. A five-page reference list concludes the document. (MSE)

ED 276 272 FL 016 238

ED 276 272

ED 276 272

ED 276 272

FL 016 238

Lowenberg Peter

Malay in Indonesia, Malaysia, and Singapore:

Three Faces of a National Language.

Pub Date—17 Jul 83

Note—48p.; In: What Are National Languages

Good For Florian Coulmas, Ed.; see FL 016 231.

Pub Type— Historical Materials (060) —

Speeches /Meeting Papers (150)

EDRS Price - MFDL/PC02 Plus Postage.

Descriptors—Colonialism, Comparative Analysis,

Developing Nations, Dischronic Linquistica, Ethmicity, Foreign Countries, \*Geographic Distribution, \*Indonesian, \*Language Rote, \*Malay,

Nationalism, \*Official Languages, Political Influences, Public Folicy, Sociolinquistics, Uncommonly Taught Languages

Identifiers—Indonesia, Malaysia, Singapore

Malay's long use as the dominant lings franca throughout modern Indonesia, Malaysia, and Singapore is partly responsible for its current status as the actional language of all three countries. However, political and economic developments during and since the colonial era have created sociolinguistic contexts, monives, and results of the language's status that are very different for each country. In Indonesia, the policies of the Indonesian nationalists, Dutch, and Japanese converged to promote Bahasa Indonesia successfully as an ethnically neutral symbol of identity and integration. In Malaysis, the selection and promotion of Bahasa Malaysia as the national language was motivated partly by ethnic communalism rather than national unity, but it was also enhanced by British and Japanese policy. In Singapore, Malay serves to express international integration and unity with her two closest neighbors and is a factor in the balance of ethnic sentiments. The status and domains of Malay in the three countries are constantly changing and evolving, reflecting the complexities of the national language question in this area. A five-page reference list concludes the document. (MSE)

ED 276 273

FL 016 239

Fanold, Ralph
What National Languages Are Good for.
Pub Date—17 Jul 85

Note—11p; in: What Are National Languages
Good For? Florian Coulmas, Ed.; see FL 016 231.
Pub Type—Reports - Evaluative (142) — Opinion
Papers (120) — Speeches/Meeting Papers (150)
EDRS Pries - MP01/PC01 Plus Postage.
Descriptors—Foreign Countries, "Group Unity,
Language Planning, "Language Role, "Nationalism, "Official Languages, Political Influences, Self

Determination, Sociolinguistica, \*Symbolism Identifiers—Ireland

A national language is useful as one means of creating social cohesion at the level of the whole country. It is also a symbol of national identity and of a nation's distinction from other countries. Probably no nation will ever be fully satisfied with a language that is a national language in the symbolic sense only, but the symbolic function of a national language has some importance. The most frequent single problem in installing a national language is not related to vocabulary expansion, spelling or grammmar standardization, the adequacy of the educational system, or the presence of an eusconced colonial language, but is othen simply that there is no language that a sufficiently large majority of the citizens will accept as a symbol of national identity.

(MSE)

citizens will accept as a symbol of national identity.

(MSE)

ED 276 274

FL 016 240

Coulman, Florian

Language Adaptation.
Pub Date—Jun 85

Note—40p.; Paper presented at a Conference on Vernacular Languages for Modern Societies (Bad Homburg, West Germany, June 11-15, 1985).

Pub Type—Reports — Evaluative (142) —
Speeches/Meeting Papers (150)

EDRS Price —MF0L/PCU2 Pins Postage.

Descriptors—Diachronic Linguistics, "Diglossia, "Language Role, "Language Styles, "Language Usage, "Language Variation, Linguistic Theory, "Sociocultural Patterns, Sociolinguistics At certain points in their historical development, languages are not adequately equipped to serve their societies and do not offer certain communicative functions. Political and cultural domination can influence the language community to adopt a foreign language for higher communication, leaving the vernacular underdeveloped for those communicative needs of the community may not give the vernacular anderdeveloped for those communicative needs of the community and give the vernacular anderdeveloped for those communicative needs of the community and give the vernacular anderdeveloped for those communicative needs as German, English, Japanese, and others have. Language adaptation, usually a gradual and continuous process that the speech community is capable of changing its language to meet new communicative needs, as German, English, Japanese, and others have. Language adaptation, usually a gradual and continuous process that goes almost unnoticed by the speech community, can occur by conscious intervention in a linguistic craiss. It can become a spolitical goal involving cultural and linguistic values. The decisive factor in successful language adaptation is the determination of the speech communities rather than their languages' structural and lexical makeup.

(MSE)

ED 276 275 FL 016 241

ED 275 FL 016 241
Rabia, Chaim
Terminology Development in the Revival of a
Language: The Case of Contemporary Hebrew.
Pub Date—Jun 85
Nots—27p.; Paper presented at a Conference on
Vernacular Languages for Modern Societies (Bad
Homburg, West Germany, June 11-15, 1985).
Pub Type— Historical Materials (060) —
Speeches/Meeting Papers (150)
EDRS Price - MF9L/PU2 Plus Pestage.
Descriptors—Diachronic Linguistics, "Hebrew,
\*Language Planning, "Language Usage, Language
Variation, \*Lexicology, \*Linguistic Borrowing,
\*Cas Language, Public Agencies, Sociocultural
Patterna, Uncommonly Taught Languages, "Vocabulary Development
The revival of Hebrew as a modern spoken language in the early part of this century is discussed.
The usage of spoken Hebrew in the Middle Ages
and its evolution within and outside the Middle East
are described. The interpretation of Eliezer
Ben-Yehuda's late nineteenth century interest in reviving spoken Hebrew as a call for general spoken
Hebrew usage and the largely negative response
made by Hebrew literary scholars and others are
also outlined. Two previous distinct periods of Hebrew revitalization are described in the context of
political, religious, social, and literary trends and
events. A review of research on the most recent
period of change focuse on linguistic borrowing
and invention and its institutionalization in The
Language Committee and later the Academy for the
Hebrew Language in Jerusalem. The report recounts the terminology work undertaken at the
Academy and the use of Hebrew and external grammatical mechanisms to develop Hebrew vocabulary
for modern usage. (MSE)

ED 276 276

Brahim, Muhammad H.

Communicating in Arabie: Problems and Proc-FL 016 242

Pub Date--Jun 85

Communicating in Arabic: Problems and Prospects.

Pub Date—Jun 85

Note—39p.; Paper presented at a Conference on Vernacular Languages for Modern Societies (Bad Homburg, West Germany, June 11-15, 1985).

Pub Type—Opinion Papers (120) — Speeches/ Meeting Papers (150) — Speeches/ Meeting Papers (150) — Speeches/ Meeting Papers (150).

EDRS Price - MP91/PC02 Plus Pestage.

Descriptors—"Arabic, Communication (Thought Transfer), Diachronic Linguistics, "Diglossis, Grammar, Higher Education, "Language Planning, "Language Role, Languages for Spocial Purposes, "Language Role, Language Fanguage Variation, Sociocultural Patterns, Standard Spoken Usage, "Language Varieties, one spoken and one written. These may even be considered two distinct languages. They have existed deby side for as long as one knows. Classical written Arabic became fossilized and developed as a closed system independent of common usage and linguistic change. Written Arabic is the only variety in which chuschion can be acquired in any Arab country, and has become a sign of elitism. Even so, it is not considered a valid source of grammatical rules. Spoken and written Arabic now compete in every respect. The process of Arabicitation has been undertaken in many Arab countries, particularly in higher education, but it usually refers to the widespread use of Arabic to the exclusion of some other language, such as English. A better solution would be Arabicitation in the overall context of social change. It would be desirable for all Arab countries to sdopt a comprehensive language policy addressing such issues as adaptation of written Arabic norm to contemporary usage, universal literacy in Arabic in the Arab region by the year 2000, standardization of written Arabic and in the Arab region by the year 2000, standardization of written Arabic and in the Arab region by the year 2000, standardization of written Arabic and in the Arab region by the year 2000, standardization of written Arabic and in the Arab region by the year 2000, standardization of written Ar

ED 276 277 FL 016 243

ED 276 277

Alvabas, Sami

Adoption of Loauwords in Arabic: A Sociolinguistic Need.

Pub Date—Jun 85

Note—14p., Paper presented at a Conference on Vernacular Languages for Modern Societies (Bad Homburg, West Germany, June 11-15, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Fries - MF01/FOB Plus Pestags.

Descriptors—2 Arabic, Foreign Countries, \*Language Usage, \*Language Variation, Lexicology, \*Linguistic Borrowing, Social Influences, Sociolinguistics, \*Vocabulary, Ilinquistic An analysis of non-Arabic words used in two Kuwaiti daily newspapers reveals that (1) the newspapers often use loan words instead of their Arabic equivalents to emphasize that they are discussing something European; (2) the number and frequency of loan words relating to objects of daily use are much greater than those of abstract and technical terms; and (3) Italian and French words predominate among terms for articles of daily use, with English ranking third and German almost completely absent. The increasing use of foreign words appears to be deliberate, and it reflects specific cultural influences from those countries. Some Arabic words are conspicuously absent, such as those coined for political and economic concepts and words expressing emotions or states of mind. It is likely that this kind of extensive borrowing will continue in the complex sociolinguistic context of the diglossic Arabic-speaking world. (MSE)

ED 276 278

Musumba, David P. B.

An Assessment of the Development and Modernization of the Kiswahili Language in Tanzania.

Pub Date—Jun 85

Note—56p.; Paper presented at a Conference on Vernacular Languages for Modern Societies (Bad Homburg, West Germany, June 11-15, 1985).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MP61/PC03 Plus Postage.

Descriptors—\*African Languages, Change Strutegies, Dischronic Linguistics, Educational Change, English, Language of Instruction, \*Language ED 276 278 FL 016 244

Planning, "Language Role, "Language Usage, Language Variation, Policy Formation, Political Influences, "Public Policy, Social Change, Sociocultural Patterns, Uncommonly Taught Languages, Vocabulary Development of Kiswahili in Tanzania Although the development of Kiswahili in Tanzania has had a number of stumbling blocks, it is slowly developing into a language of modern technology. Individual institutions have contributed greatly to its spread and promotion. More books are now published in Kiswahili than ever before, and acientific and technical terminology has been developed. The boundaries of the language have been expanded greatly in the last 20 years, and it is now one of Africa's major lingua francas. To assure development of Kiswahili in Tanzania, experts must redevelop the existing unclear areas of language planning and language policy. The development of Kiswahili language requires more government attention and intervention, for example, through the commissioning of texts in Kiswahili, the translation of important textbooks into Kiswahili, and the formation of serious and effective commissions for the development of terminology. Similar change has been achieved in other languages. In addition, because English in the schools has actually hindered the learning process, Kiswahili should be considered as a course rather than a medium of instruction. (MSE)

as a course rather than a medium of instruction. (MSE)

ED 276 279

FL 016 245

Dawoni, C. J.

Aspects of Modernization in Indian Languages.

Pub Date—Jun 85

Note—24p.; Paper presented at a Conference on Vernacular Languages for Modern Societies (Bad Homburg, West Germany, June 11-15, 1985).

Pub Type—Reports—Evaluative (142)—Specches Meeting Papers (150)

EDRS Price—MP01/PC01 Plus Postage.

Descriptors—Change Strategies, Diachronic Linguistics, English, Indians, \*Language Palanning, \*Language Roie, \*Language Lagae, \*Language Variation, Lexicology, \*Linguistic Borrowing, Sociocultural Patterns, Sociolinguistics, Translation, Vocabulary Development Identifiers—India, Orthography Indian languages seem to have emerged from a phase of total dependence on English for new input. Several Indian languages have now evolved vocabularies and structural nuances to handle several new registers and styles necessary for modern society. Some of the change has occurred through conacious language policy encouraging multilingualism and the standardization of multiple languages. Adaptation, the naturalization of material within a language system as contrasted with superficial borrowing or infusion, is also occurring in several Indian languages system as contrasted with superficial borrowing or infusion, is also occurring in several lindian languages of the semantic range of native words, expanding the semantic range of native words, and total assimilation of the normative concept. It now seems possible that Indian languages will achieve total intertranslatability with languages such as English, German, French, and Russian. (MSE)

(MSE)

ED 276 280

FL 016 246

Patierboky, Fritz

Adaptation Processes in Chinese: Word Formation.

Pub Date—Jun 85

Note—33p; Paper presented at a Conference on Vernacular Languages for Modern Societies (Bad Homburg, West Germany, June 11-15, 1985).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Chinese, Dischronic Linguistics, "Language Usage, "Language Variation, "Linguistics Dorrowing, "Morphology (Languages), Sociolinguistics, Vocabulary Development
The typical pattern of Chinese word formation is to have native material adapt to changed circumstances. The Chinese language neither borrows nor leads words, but it does occasionally borrow concepts. The larger cultural pattern in which this occurs is that the Chinese culture borrowin, if necessary, but ensures that the act of borrowing does not bring with it other aspects of the foreign culture, not even the name of the borrowed concept. When the Chinese borrow a Western concept, its

foreign name must be stripped away, and it must cleansed of all possible foreign influence and ma Chinese in both form and character. (MSE)

cleansed of all possible foreign influence and made Chinese in both form and character. (MSE)

ED 276 281

Tokada, Makoto
The Development of Japanese Sociaty and the Modernization of Japanese at the Time of the Medil Restoration.
Pub Date—Jun 85

Note—20p.; Paper presented at a Conference on Vernacular Languages for Modern Societies (Bad Homburg, West Germany, June 11-15, 1985).
Pub Type—Historical Materials (660) — Specches/Meeting Papers (150)

EDRS Price - MPDI/PCDI Plus Postage.
Descriptors—Asian History, Dischronic Linguistics, Elementary Secondary Education, \*Japanese, \*Canguage Planning, Language Role, Language Usage, \*Language Variation, Public Education, Public Education, Public Policy, 'Social Change, Uncommonly Taught Language, Vocabulary Development, Western Civilization, \*Written Language
Japan experienced a period of great social change in the middle of the nineteenth century, ending a long period of national isolation. This was the period of the Meiji Restoration. During the modernization and westernization that followed, the government made great advances in modernizing the Japanese language. This process had two phases: (1) establishment of Modern Colloquial Japanese, especially in written form, and (2) establishment of a modern vocabulary with concepts introduced from the Western world. The development of a system of public elementary and secondary education during the first two decades of the Restoration period was an essential element in the success of this language adaptation process. (MSE)

ED 276 282 FL 016 248

ED 276 282

Sugin. Seiju
Lexical Aspects of the Modernization of Japanese during the Meiji Restoration.

Pub Dato—Jun 85

Note—32p.; Paper presented at a Conference on Vernacular Languages for Modern Societies (Bad Homburg, West Germany, June 11-15, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MPII/PC02 Plus Postage.

Descriptors—Asian History, "Chinese, "Culture Contact, Dischronic Linguistics," Ideography, "Ispanese, Language Planning, Language Usage, "Language Variation, Lexicology, Linguistic Borrowing, Uncommonly Taught Language, "Language Variation, Lexicology, Linguistic Borrowing, Uncommonly Taught Language, "Vocabulary Development, Written Language The use of Sino-Japanese in the vocabulary of the Japanese language has increased greatly since the Meiji Restoration of the mid-aineteenth century. Although there are differences in the types of Sino-Japanese writing, their meanings can be created by association through the "Kun" or meaning-based readings of the characteristic and the classical Chinese education of the scholars engaged in translating foreign materials during this period were important factors in the adoption of so many new Sino-Japanese terms. It is possible that this unique relationship between the Japanese and Chinese writing systems is responsible for the persistence of a passive attitude toward incorporation of foreign knowledge into Japanese. (MSE)

ED 276 283 FL 016 249

ED 276 283

FL 016 249

Porksen, Use

The Transition from Latin to German in the

Natural Sciences-And Its Consequences.

Pub Date—Jun 85

Note—16p; Paper presented at a Conference on

Vernacular Languages for Modern Societies (Bad

Homburg, West Germany, June 11-15, 1985).

Pub Type— Information Analyses (070) —

Speeches/Meeting Papers (150)

EDRS Price - MF91/PCD1 Plus Postage.

Descriptors—"Contrastive Linguistics, "German,

"Language Usage, "Latin, "Natural Sciences,

Publications, "Scientific and Technical Informa
tion, Uncommonly Taught Languages

Little is known about the transition from the use

of Latin to the use of German in scientific literature.

In the sixteenth and seventeenth centuries, Latin

texts by Albrecht Durer and Johannes Kepler were

bestsellers while the German versions were unpopular. German mathematics became acceptable only

after 1700, with the work of Christian Wolff. Chris-

tian Thomasius, a Wolff colleague, was the first to announce a lecture in German. In 1680, for the first time, more titles were printed in German than in Latin in Germany, and by 1800, no more than four percent of all books printed there were in Latin. Germany appears to have lagged behind Italy, France, Holland, and Bagland in the adoption of the vernacular for the sciences. The transition was part of an overall process of nationalization of the sciences in Europe, which was ten forming its modern nation states. However, this opening of horizons had some costs: there was no longer a universally understood language; the sciences became a national, and sometimes nationalistic, enterprise; ecience became a tool of political power; the language of science lost its pliability and unambiguousness; scientific literature gained the potential for misinterpretation by non-scholars; and in some cases, science became mythologized into doctrine. (MSE)

ED 276 284

FL 016 250

Braun, Peter Internationali -Identical Vocabularies in Euro-

ED 276 284
Braun, Peter
Internationalismo-Identical Vecabularies in European Languages.
Pub Dato-Jun 85
Note—16p.; Paper presented at a Conference on Vernacular Languages for Modern Societies (Bud Homburg, West Germany, June 11-15, 1983).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MPDI/PCDI Phu Postage.
Descriptors—Comparative Analysis, Diachronic Linguistics, English, French, German, Indo Buropean Languages, "Intercultural Communication, Languages for Special Purposes, "Language Usage, "Unguistic Borrowing, Political Influences, "Vecabulary
Identifiers—Burope
Linguistic history has described borrowing in the European languages as a process exclusive to one language at any given time. However, it is more likely that there is a core of common losa words, or internationalisms, in many Buropean languages, mutual borrowing, borrowing from non-Buropean languages, mutual borrowing, borrowing from non-Buropean languages, mutual borrowing, borrowing from non-Buropean languages, impuistic conventions in super-national institutions such as the church, seientific and technological standardization, and international news exchange. Using German, French, and English as examples, identical vocabularies can be found in three areas: everyday interaction constaining words for commonly used objects; utility words or the core vocabularies of conceptual and specialized areas; and languages for apecial purposes. Although European languages for apecial purposes. Although European languages for apecial purposes. Although European languages for expecial purposes. Although European languages for expecial purposes. Although European languages for expecial purposes a tendency toward linguistic convergence. These identical or similar vocabularies can be exploited to facilitate everyday communication between European peoples, describe a pan-European culture, and add to the discussion of linguistic borrowing. (MSE)

add to the discussion of linguistic borrowing. (MSE)

ED 276 285

Nelobity, W.

Pub Date—Jun 85

Note—18p.; Paper presented at a Conference on Vernacular Languages for Modern Societies (Bad Homburg, West Germany, June 11-15, 1985).

Pub Type— Reports — Bevaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PO1 Plus Postage.
Descriptors—Information Dissemination, Intercultural Communication, \*International Cooperation, \*Language Planning, \*Languages for Special Purposes, \*Language Usage, Languistic Borrowing, Scientific and Technical Information, "Technology Transfer, \*Vocabulary Development Identifiers—International Terminology

Uniformity, and thus internationalization, of concepts and terms in special-purpose languages is desirable for reducing language barriers in the transfer of scientific and technological information. This important for both industrialized nations and countries with small economies. Training of skilled personnel in developing nations has always encountered linguistic obstacles. Bugen Wuster's General Theory of Terminology can be used as a framework for forming and standardizing terms and for siding countries in establishing firm language policies for their adoption. The theory proposes that the unifica-

tion of subject vocabularies has to be carried out at several levela, including: concepts and concept systems, definitions and other descriptions of concepts, the internal form of terms, and the external form (spelling and pronunciation). The theory also asserts that specific methods of concept and term formation must be accepted, as well as applied to internationally approved term components. A conpus of those components has been prepared, using roots and affixes similar to available expressions in astional languages, in three languages developed by the International Federation of National Standardization Associates, and in other related languages. The completion of this work, resulting in an international terminology, will benefit international subject-area communication. (MSE)

tional terminology, will benefit international subject-area communication. (MSE)

ED 276 286

FL 016 252

Coulman, Florian
Why Linguists Should Deal with "Good Language"
and "Had Language."
Pub Date—Jun 85

Note—329; Paper presented at a Conference on
Vernacular Languages for Modern Societies (Bad
Homburg, West Germany, June 11-15, 1985).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Diachronic Linguistics, Diglossia,
"Language Planning, "Language Role, Linguistics
Borrowing, "Quality Control, Sociolinguistics,
Standards, "Written Language
Linguists generally refuse to make judgments
about language or define standards of excellence for
it. This perpetuates a fundamental paradox of descriptive linguistics: the inability to describe a lanpasage without providing a standard or setting a
norm. The discipline's desire to escape from ethnocentrism has caused it to avoid a legitimate and
desirable function: evaluating languages according
to their suitability for different forms of communication. The speech community expects linguistic judgments from linguists. Just as Latin was consciously
shaped into a learned language, other languages can
and should be cultivated to serve new communicative needs. Written language has a crucial role in
this process, but the precise role is a major challenge
for linguists. However, the process of cultivation
ahould not be confused with purification, which is
ideological and does not consider the complexity or
cophistication of language. In a world where technological innovation is rapid and quickly trickles down
to the nonspecialist public, deliberate language culdivation is more necessary than ever. (MSE)

ED 276 287

FL 016 256

Catron, Jock
How to Speak Standard American English without
a Foreign Accent. Indian Edition.
Pub Date—85
Note—53p.
Available from—Jade Publications, Box 5567, She

Pub Date—85
Note—53p.
Available from—Jade Publications, Box 5567, Sherman Oaks, CA 91413 (339.95 including cassettes; \$29.95 for teachers).
Pub Type—Guides—Classroom—Learner (051)—Guides—Classroom—Teacher (052)
EDRS Price—MP01 Plus Poetage. PC Not Available from EDRS.
Descriptors—Articulation (Speech), Consonants, Discritical Marking, Diction, \*English (Second Language), Error Patterns, Forcign Nationals, Immigrants, \*Indians, Language Rhythm, \*North American English, Phonics, \*Phonology, \*Pronunciation Instruction, Vowels Identifiers—Accents
This transcript of and guide to a two-cassette course designed to assist Indian immigrants in erasure of their foreign accents can be used for either individual or group study. Narrative and taped demonstrations of American English that pinpoint typical phonological barriers and pronunciation difficulties are outlined. The author's own system of pronunciation symbols is used. (MSE)
ED 276 288

ED 276 288

FL 016 257

ED 276 288

Catran, Jack

How to Speak Standard American English without
a Foreign Account. Iranian Edition.

Pub Date—85

Note—57p.

Available from—Jade Publications, Box 5567, Sherman Oaks, CA 91413 (\$39.95 including cassettes; \$29.95 for teachers).

Pub Type—Guides - Classroom - Learner (051)—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Pins Poetage, PC Not Available from EDRS.

Descriptors—Articulation (Speech), Consonants, Diacritical Marking, Diction, "English (Second Language), Error Patterns, Foreign Nationals, Immigrants, Language Rhythm, "North American English, "Persan, Phonics, "Phonology, "Pronunciation Instruction, Vowels Identifiers—"Accents, "Iran

This transcript of and guide to a two-cassette course designed to assist Iranian immigrant speakers of Farsi in erasure of their foreign accents can be used for either individual or group sucdy. Narrative and taped demonstrations of American English that pinpoint typical phonological barriers and pronunciation difficulties are outlined. The author's own system of pronunciation symbols is used. (MSE)

FL 016 258

ED 276 289

Morrow, Keith Schocker, Marita

Using Texts in a Communicative Approach.

Using Texts in a Communicative Approach.
Pub Date—Apr 36
Note—16p; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (20th, Brighton, England, April 1-4, 1986).
Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MPBL/PCBI Plus Postage.
Descriptors—Classroom Techniques, \*Communicative Competence (Languages), \*English (Second Language), \*Instructional Materials, Learning Activities, \*Media Selection, Second Language Instruction, Student Motivation, Textbooks
Identifiers—\*Communicative Approach

Language Instruction, Student Motivation, 1easbooks
Identifiers—"Communicative Approach
In much current language teaching using the communicative approach, the use of texts in the classroom is overly restricted. This is true of both the
types of texts used and the activities based on them.
Three conventional "communicative" uses of texts
illustrate this: using texts to practice processes of
language use, to serve as models, and to focus on a
theme. The chain of exercises used to structure the
teaching learning process (organizing information,
implanting skills, developing skills, and using skills)
has evidenced some problems: a linguistic focus in
diaguise, the use of unrelated activities and an excessively long preparation phase for language use, and
the overuse of worksheets. A different approach to
text use, using different definitions for suthenticity
and learner involvement, is preferable. It focuses on
the potential interest of the text for the student,
dismisses quality as a criterion. Classroom use of the materithe potential interest of the text for the student, dismisses quality as a criterion, and de-emphasizes difficulty as a criterion. Classroom use of the materials includes both individual and pair or group work, with discussion in the native language, to minimize frustration and trivialization and to integrate foreign language learning with development of native language communication skills. (MSE)

FL 016 259

ED 276 290

Tushyeh, Hanna Y.

Transfer and Related Strategies in the Acquisition of English Relativisation by Adult Arab ESL Learners.

Pub Date—Sep 85

Note—34p.; Paper presented at the Annual Meeting of the Japanese Association of Language Teachers (11th, Kyoto, Japan, September 14-16, 1985).

1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Learning, "Arabs, "English
(Second Language), Error Patterns, Grammatical
Acceptability, "Inferences, Interlanguage, Language Processing, Multiple Choice Tests, "Second
Language Learning, Sentence Combining,
"Transfer of Training, Translation, Written Language

guage
Identifiers—Relative Clauses
The role of language transfer in the acquisition of English as a second language as indicated in the production of relative clauses was examined. Analysis of adult Arab students' written responses to a variety of test types revealed that (I) language transfer is a significant factor in second language acquisition; (2) there is a distinction between inferencing transfer; and (3) in addition to strategies already known in the field such as transfer, simplification, and overgeneralization, the Arab students employ various perceptual and production strategies. The responses of these learners indicate that both interlingual and intralingual errors are found in their interlanguage.

As a result, an adequate account of the proce second language sequisition has to include a man-factor approach in which the first and second guages, transfer, other production and perceptive strategies, and language universals play con-mentary roles. (Author/MSE)

ED 276 291

FL 016 260

ED 276 291

White, Ronald V.

White, Ronald V.

Managing Insovation.

Pub Date—Apr 36

Note—23p; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (20th, Brighton, England, April 1-4, 1986).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MPDI/PCDI Plus Postage.

Descriptors—Business Administration, "Change Strategies, "English (Second Language), "Instructional Innovation, Management by Objectives, "Program Administration, Program Evaluation, Second Language Instruction, "Systems Approach

roachin Language instruction, "Systems Approach
The management of innovation in instruction in
Inglish as a second language can benefit from the
experience and techniques of management in the
world of commerce as well as from theories and
procedures in education. A systematic approach to
the management of innovation emphasizes the importance of clearly defined objectives, evaluation
that provides useful information, and conditions for
successful change. These conditions include providing organization members with a clear picture of
their roles and of the nature of the innovation, adjusting organizational procedures and arrangements
to accommodate the innovation, retraining organization members as needed to carry out the innovation, providing the necessary resources, and
providing appropriate supports and rewards to
maintain participants' willingness to make implementation efforts. (MSE)

maintain participants' willingness to make implementation efforts. (MSE)

ED 276 292

FL 016 263

Howards, Melvin

Teaching in Calasa: From Ideograph to Alphabet and Back.

Pub Date—22 Nov 85

Note—13p; Paper presented at the Northeast Regional Conference of the Comparative and International Education Society (Boston, MA, November 22, 1985).

Pub Type— Historical Materials (060) — Specches/Meeting Papers (150)

EDRS Price - MFDI/PCDI Plus Postage.

Descriptors—"Alphabets, "Behavioriam, "Cognitive Processes, Cognitive Style, "Cultural Context, Cultural Influences, Developing Nations, Foreign Countries, "Ideography, Language Processing, Language Teachers, Teacher Education Identifiers—"China

A teacher educator describes his teaching experience in China and his finding that the Western behaviorist, alphabetic, linear mode of thinking has been widely adopted in education in that traditionally ideographic culture. The contrasting relationships of language, thought and behavior in the American and Chinese cultures is examined, and it is concluded that Chinese acceptance of alphabetic principles in education fit in with their need for control and certainty in their basically ambiguous world. It is proposed that the Chinese adopt shipabetic modes of thought and action for only those purposes for which they are uniquely effective and that will ultimately assimilate them so that they appear to be Chinese. It is further noted that alphabetic modes are pervasive in language teaching because of the emphasis on quantification in education, but that a trend away from fragmentation and linearity and toward ideographic, contextual learning is emerging in second language teaching pedagogy. (MSE)

ED 276 293 FL 016 264 Academic Preparation in Foreign Language. Teaching for Transition from High School to

College Entrance Examination Board, New York, N.Y.

N.Y.
Report No.—ISBN-0-87447-225-3
Pub Date—86
Note—129p.
Available from—College Board Publications, Box
886, New York, NY 10101 (\$6.95; discounts for multiple orders).

Pub Type— Guides - Classroom - Teacher (052) —

Information Analyses (070) EDRS Price - MF01 Plus Postage, PC Not Avail-

Information Analyses (070)
EDBS Price - MPOI Plus Postage. PC Not Available from EDRS.
Descriptors—Articulation (Education), Basic Skills, Classical Languages, Classroom Techniques, \*College Preparation, Computer Assisted Instruction, Course Content, Cultural Education, \*Carriculation Design, Difficulty Level, \*Educational Objectives, Elementary Secondary Education, Higher Education, \*Languages Proficienty, Language Skills, Language Teachers, Modern Language Instruction, \*Second Language Learning, Teacher Education, Teaching Methods, Time Factors (Learning)
Identifiers—Educational Equality Project
This publication is a guide for foreign language teachers in improving their curricula and achieving better foreign language education outcomes. The objective is to help students develop more usable skills and realistic cultural awareness. The first chapter locates foreign language education within the College Board's larger Educational Equality Project. Chapter 2 explains the needed outcomes of foreign language study, expanding on the statement of those outcomes in an earlier publication, "Academic Preparation for College," and clarifying the central concept of proficiency in another language. Chapter 3 focuses on curriculum, outlining a process that departments and districts can use to move from overall program outcomes to decisions about specific course content. Chapter 4 is devoted to classroom strategies and gives suggestions to implement the goal of proficiency-based teaching. Chapter 5 looks at the larger question of the relationship between foreign language study and the development of such basic academic competencies as reading, writing, speaking and listening, reasoning, observing, studying, mathematics, and using computers. Chapter 6 raises further questions for discussion. (MSE)

ED 276 294 FL 016 265

ED 276 294

FL 016 265

Cowen, J. Ronayne Cziko, Gary A.

Evaluation of the Southern Sudan Local Languages
Literacy Project: Final Report.
Center for Applied Linguistics, Washington, D.C.
Spons Agency—Agency for International Development (IDCA), Washington, D.C.
Pub Date—Nov 84

Note—235p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MFD1/PC10 Plus Postage.
Descriptors—"African Languages, Arabic, "Developing Nations, Educational Attitudes, Elementary Education, English (Second Language), Foreign Countries, "Language Unstruction, Language Research, Language Language, Education, "Native Language Language, "Literacy Education, "Native Language Language, "Literacy Education, "Native Language Language, "Literacy Education, "Profession and instruction, aroject to develop literacy education and instructional materials in the various vernaculars of that region and to create a bridge to the more common English and Arabic usage. The first chapter gives background information about the project and the involvement of the United States Agency for International Development and the Center for Applied Linguistics. Chapter 2 examines the social context of the project and describes the research concerning local language and educational attitudes and language use. Chapter 3 outlines the development of the literacy materials at various levels, including those developed for English and Arabic instruction. Chapter 4 describes three evaluations of the project's local impact and discusses the results. Chapters 5 and 6 summarize the major lessons there from the project. A list of references and instructional materials is appended. (MSE)

ED 276 295 FL 016 276

ED 276 295

Pereyro-Suorez, Esther
Individualized Self-Paced Learning Program in
Foreign Languages at San Jose State University.
Pub Date—May 86
Note—14p.; Paper presented at the Meeting of the
Pacific Northwest Conference on Foreign Languages (Vancouver, British Columbia, Canada,
May 9-10, 1986).
Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MF0L/PC01 Plus Postage.
Descriptors—\*College Second Language Programs,

Course Content, French, German, Hebrew, Higher Education, "Independent Study, "Individ-ualized Instruction, "Instructional Materials, Ital-ian, Latin, "Pacing, Portuguese, Recordiceping, Russian, "Scheduling, Second Language Instru-ction, Spanish, State Universities, Uncommonly

Russian, "Scheduling, Second Language Instruction, Spanish, State Universities, Uncommonly
Taught Languages
Identifiers—"San Jose State University CA
A self-paced, individualized program of instruction in eight languages (French, German, Hebrew,
Italian, Latin, Portuguese, Russian, and Spanish)
that has proven successful at San Jose State University (California) is described. The format of the program, options for individual scheduling and
guidelines for class attendance, tutoring, and testing
are outlined. Administrative issues in the selection
and development of instructional materials, grading,
reconfixeeping, and program coordination are examined. Balancing the program structure and promoting
flexibility to help minimize student
procrastination problems is described. Statistics are
also given to show the enrollment growth in each
Spanish course and to indicate the proportions of
enrollment in classroom and the amount of individualized instruction in each language. (MSE)

FL 016 277

ED 276 296 FL 016 277
Meloni, Christine F.
Adjustment Problems of Foreign Students in U.S.
Colleges and Universities. Q&A.
ERIC Clearinghouse on Languages and Linguistics,
Washington, D.C.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-82-009
Note—40.

Contract—400-82-009
Note—4p.
Note—4p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MP01/POIP Plus Postage.
Descriptors—"Academic Achievement, "Acculturation, "College Role, College Students, Counseling Services, "Culture Conflict, "Foreign Students, Higher Education, Interpersonal Relationship, Majors (Students), Marital Status, School Orientation, Second Language Instruction, Sex Differences, Sociocultural Patterns, Stress Variables, "Student Adjustment, Student Characteristics

tion, Sex Differences, Sociocururas raueras, Stress Variables, "Student Adjustment, Student Characteristics
Large numbers of foreign students attend United States colleges and universities, and the institutions can play a major role in facilitating the students' adjustment to life in a new culture. The foreign students' most common problems include homesickness, finances, housing and food, English language proficiency, understanding lectures and participating in class discussions, preparing written and oral reports, understanding American social customs, making friends, forming relationships with the opposite sex, and acceptance in social groups. The major variables affecting student adjustment are national origin, undergraduate versus graduate status, sex differences, marital status, and major field of study. Institutions can ease the adjustment process by making available English language instruction, orientation programs, counseling, host family programs, and programs linking foreign students with American student study partners. (MSE)

ED 276 297 FL 016 278

Harrison, John S.

Microcomputers and Second Language Teaching:
The Second Wave. Q&A.

ERIC Clearinghouse on Languages and Linguistics,
Washington, D.C.

Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—Nov 86

Contract—400-86-0019

Note—6n.

Contract—400-86-0019
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MP61/PO19 Plus Postage.
Descriptors—Classroom Techniques, \*Computer Assisted Instruction, Computers, \*Computer Software, Computer Uses in Education, Educational Change, Educational Objectives, Elementary Secondary Education, Higher Education, Media Selection, \*Microcomputers, \*Networks, \*Second Language Instruction, "Pechnological Advancement, Telecommunications In keeping with the increased use of computers in schools, the available software for foreign language instruction has grown to over 1,000 titles, mostly of the drill and practice type, and professional associations are reviewing software and computer-related

instructional techniques. However, there seems to be no clear direction for the future of microcomputer use in foreign language education at this time, and developments in the profession seem to have reached a plateau. The next few years, seem as the second wave of computer use, will be spent determining where and how computer-based instruction fits into the perceived goals and directions of foreign language teaching in general, with increased emphasis on the accountability of the technology. Problems persist in the production, evaluation, and availability of high-quality software for classroom use. However, the cost of hardware continues to decrease, and technological advancements and adaptations hold considerable promise for foreign language instruction. In addition, innovative networking and telecommunications arrangements are beginning to link teachers, students, and instructional materials at long distances and with little expense. (MSE)

ED 276 298

FL 016 279

The Role of Calture in Foreign Language Educa-tion. Q&A.

BRIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Nov 86 Contract—400-86-0019 Note—6p.

and Improvement (ED), Washington, DC.
Pub Date—Nov 86
Contract—400-86-0019
Note—6p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price - MF91/PC91 Plus Postage.
Descriptors—Classroom Techniques, \*Cross Cultural Training, Cultural Awareness, \*Cultural Education, Educational Objectives, Educational
Strategies, Instructional Materials, \*Intercultural
Communication, \*Second Language Instruction
Those who warn that the United States is handicapped by a state of international illiteracy are concerned both that Americans are unable to
communicate in other languages and that most are
unprepared to operate with sensitivity in cross-cultural situations. Culture refers to the view of the
world shared by members of a group, the patterns of
behavior deriving from that view, and the utilitarian
and expressive forms evolving from both. For many
years, foreign language departments concentrated
on presenting culture as events of history in the
context of art, music, and literature. The profession
now seems committed to teaching the sociological
aspects of culture as well as traditional civilization
content, focusing on language as a manifestation of
culture. The most valuable benefits from studying
another culture are humility, awareness of one's
own culture, and the understanding that diff rence
is not a negative quality. The foreign language profession is currently working to better define the
goals of cultural education. Materials for cultural
instruction should be context-fich, experiencebased, and have the foreign language as ferif focus.
Despite the large amount of time needed to teach
both language and culture, the two are best taught
together, holistically, in order to achieve intermational understanding. (MSE)

ED 276 299

ED 276 299

Lowe, Pardee, Jr. Liskin-Gasparro, Judith E.

Testing Speaking Proficiency: The Oral Interview.
An Update. Q&A.

ERIC Clearinghouse on Languages and Linguistics,
Washington, D.C.

Spons Agency—Office of Educational Research
and Laproverment (ED), Washington, DC.

Pub Date—Oct 86

Contract—400-86-0019

Note—6p.
Pub Type— Information Analyses—ERIC Information Analysis Products (071)

EDRS Price - MP01/PO1 Plus Postage.
Descriptors—\*Interviews, \*Language Proficiency,
"Language Tests, \*Oral Language, Speech Skills,
"Test Format, Test Reliability, \*Test Use, Test
Validity
Identifiers—\*Oral Proficiency Testing

Validity
Identifiers—\*Oral Proficiency Testing
The oral interview (OI) is a testing procedure that
measures a wide range of speaking abilities in a foreign language. Although somewhat different versions are used in different testing situations, the OI
always consists of a structured, face-to-face conversation on a variety of topics between a student and
one or two testers. The resulting speech sample is
rated on a scale whose specific range is determined
by the testing agency. The OI was developed by the

Foreign Service Institute and has been refined continuously by the Interagency Language Roundtable. The proficiency scale and interview have attracted increased interest in academic circles, both for testing and as an organizing principle for developing curriculum. They have demonstrated a high degree of reliability and validity, and the OI is appropriate when proficiency testing is warranted or desired, as for placement testing, before and after intensive language training, before and after intensive language training, before and after living abroad, at the end of a major sequence of high school or college courses, for course equivalency, for teacher certification, and for assessing language program effectiveness. Formal tester training and certification are available through professional associations, and individuals can also have their own proficiency tested by contacting certified testers through the American Council on the Tesching of Foreign Languages. (MSB)

ED 276 300 FL 016 281

ED 276 300

FL 016 281

Zhmer-Lorw, Helene
Traval Study Programs for Secondary Students:
Guidelines for Q&A.

ERIC Clearinghouse on Languages and Linguistics,
Washington, D.C.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, D.C.
Pub Date—Nev 86
Contract—Nev 86
Contract—House and Linguistics, Mashington, D.C.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price - MP01/POI Plus Postage.
Descriptors—Administrator Attitudes, Cross Cultural Training, Educational Objectives, Poreign
Countries, "Fligh School Students, Information
Sources, Intercultural Communication, Orientation, "Program Design, "Program Implementation, "Program Design, "Program Implementation, Secondary Education, Second Language
Learning, "Study Abroad, "Travel
Short-term travel study programs for high school
students offer international interpressonal encounters, exposure to foreign languages, and opportunities for students to develop a sense of global
citizenship and international responsibility. There
appears to be a growing interest among educators in
involving students in foreign travel and study. A
short-term overseas program can take several forms,
but the combination of travel with study and a
homestay is preferred for promoting growth in foreign language ability and appreciation, international
awareness, adaptability, non-materialism, and independence and responsibility. School administrators
need information about the legal and insurance aspects of such a program as well as particulars concerning quality, itinerary, costs, program
administration, and past program record in order to
choose or approve adoption of a program. Details to
eorganization, and past program record in order to
choose or approve adoption of a program. Details to
eorganization, and past program record in order to
choose or approve adoption of a program. Details to
eorganization, and past program record in order to
choose or approve adoption of a program. Details to
eorganization, and past differences and on language abilities and personal skills needed to adjust to the new environment. The use of role-playing, simulation, and reading a variety of related books is also recommended. (MSE)

ED 276 301 FL 016 282

ED 276 301

Kennedy, Doru F.

Kennedy, Doru F.

Exploratory Foreign Language Courses in the Middle or Junior High School. ERIC Digest.

BRIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Sep 85

Contract—400-82-0009

Note—40.

Contract—400-82-0009

Note—4p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/P01 Plus Postage.

Descriptors—\*Course Content, \*Course Organization, Inservice Teacher Education, Instructional Materials, Interdisciplinary Approach, \*Introductory Courses, \*Junior High Schools, Language Enrichment, Language Teachers, \*Middle Schools, School Districts, Secondary Education, \*Second Language Instruction, Second Language Learning.

Learning Identifiers—ERIC Digests, \*Foreign Language Ex-ploratory Program
Exploratory language courses are self-contained, nonsequential, interdisciplinary courses designed to introduce students to a variety of languages and

cultures. They are usually offered in middle and junior high schools, to give students in the young adolescent stage of development a chance to explore a range of academic and vocational fields. They originated in the 1920s, but lost popularity to elementary achool sequential language courses and were revived only in the 1970s. Course content generally consists of general language study conducted in English, trial study of several languages, or a combination. It may also include Latin, the United States language heritage, career awareness, and language study of the stage of the study of several languages, and language study conducted in English, trial study of several languages, and language included the study of several language curriculum. Implementation requires a detailed curriculum and guide, a basic daily lesson format including foreign language with English skills and vocabulary building, culture, phrase review, and songs. Scheduling can be very flexible. The teachers are most often foreign language teachers, but all should have an orientation session. Materials can be adapted from those already used in social studies and foreign language departments. Some successful school district programs are willing to share their experiences and materials. (MSE)

ED 276 302 FL 016 283
Wing, Barbara H.
Fureign Language Teacher Certification. ERIC
Digast.
ERIC Clearinghouse on Languages and Linguistics,
Washington, D.C.
Spons Agency—National Inst. of Education (ED),
Washington, D.C.
Pub Date—Sep 84
Contract—400-82-0009
Note—40.

Contract
Note—4p.
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PO1 Plus Postage.
Change Strategies, Elementary Sec-

Pub Type—Information Analyses—ERIC Information Analysis Products (971)
EDRS Price - MF91/PC91 Plus Postage.
Descriptors—Change Strategies, Elementary Secondary Education, Strategies, Elementary Secondary Education, Strategies, Elementary Secondary Education, Strategies, Elementary Secondary Education, Health Second Language Proficiency, \*Language Teachers, \*Second Language Instruction, Standardized Tests, \*Teacher Certification, Teacher Effectiveness, Teacher Education, Teacher Effectiveness, Teacher Qualifications, Teacher Supply and Demand, \*Teaching Skills Identifiers—ERIC Digests

The typical route to certification for beginning foreign language teachers requires the candidate to complete an approved program of teacher education in a four-year institution, have a certain minimum grade point average, and have completed a specified aumber of foreign language credit hours. Notable trends in foreign language teacher certification include increased teacher competency assessment, reappraisal of teacher preparation programs and certification procedures, and increased use of proficiency standards for evaluating teachers. Critical issues in foreign language teacher certification include a greater demand for teachers with higher proficiency levels and more technical competence in teaching, the need to identify competencies necessary for successful teaching, and exploration of the relationship between test scores and teacher effectiveness. Other changes in teacher certification that would be beneficial for foreign language major requirements, requirement of a variety of supervised clinical experiences, certification based on observed classroom performance as well as written and oral tests, and periodic mandatory recertification. (MSE)

ED 276 303 FL 016 28 Jarvis, Gilbert A. Bernhardt, Elizabeth R. Foreign Language Teacher Education. ERIC Di-FL 016 284

gast,
ERIC Clearinghouse on Languages and Linguistics,
Washington, D.C.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—Sep 84
Contract—400-82-0009

Contract—400-82-0009
Note—4p.
Note—4p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MP01/PO1 Plus Postage.
Descriptors—Articulation (Education), Curriculum Development, "Educational Improvement, Educational Trends, Elementary Secondary Education, Higher Education, Language Proficiency, "Language Teachers, Second Language Instruction, Teacher Education, Teacher Education, Carriculum, Teacher Caulifications, Trend Analysis

Identifiers—ERIC Digests
Foreign language education professionals agree that the profession lacks an established theory and methodological consistency. Foreign language teacher education bas not changed much since the 1960s. Most programs consist of subject-matter content, general education requirements, and specialized education course. Feacher traines supervisors do not always have experience in foreign language instruction. Legislatively and politically, foreign language teacher education shares many characteristics and problems with other teacher education areas, but competency to teach a foreign language differs in one fundamental way from most other subject areas in that a foreign language teacher education include a shift in emphasis from teacher training lost teacher development, increased focus on teacher self-assessment, and an expressed desire for higher program accreditation standards. A tendency toward isolations in foreign language teacher education include a shift in emphasis from teacher training to teacher development, increased focus on teacher self-assessment, and an expressed desire for higher program accreditation standards. A tendency toward isolationism in foreign language teacher education points up the need for a unique knowledge base within the profession, leading to more entightened teacher preparation. (MSE)

ED 276 304 FL 016 285

EAJ LTO 304

Hamayan, Elie
The Need for Foreign Language Competence in the
United States, ERIC Digest.

BRIC Clearinghouse on Languages and Linguistics,
Washington, D.C.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—Nov 36

Contract—400-86-0019

Note—40.

Pub Date—Nov 86
Contract—400-86-0019
Note—4p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF91/PC01 Plus Postage.
Descriptors—Age Differences, Attitude Change, Change Strategies, Cognitive Development, Cultural Awareness, Educational Assessment, "Educational Improvement, "Educational Needs, Elementary Secondary Education, International Trade, "Language Attitudes, "Language Proficiency, Monolingualism, Second Language Instruction, Second Language attitudes, "Language Proficiency, Monolingualism, Second Language Instruction, Second Language Learning, Time Factors (Learning) Identifiers—ERIC Digests
Americans generally lack foreign language competence, and their exposure to foreign language instruction is deficient in both quality and quantity, and although there are indications of improvement in both areas, it will be many years before the effects of improvements are clear. The consequences of generalized language incompetence include an international trade gap that threatens both short-and long-term economic stability, inadequate intelligence and international communication that threaten national security, and cultural isolation. Foreign language instruction should begin as early as possible in children's education to be maximally effective. All students, not just the gifted, are likely obenefit from foreign language competent society is a commitment to language study at all levels of the school system, using the institutionalization of language and cultural attitudes. (MSE)

ED 276 305

ED 276 305 FL 016 286
Weatherford, H. Jarold
Personal Benefits of Foreign Language Study.
ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics,
Washington, D.C.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—Oct 86
Contract—400-86-0019

Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MP01/PCD1 Plus Postage.
Descriptors—"Academic Achievement, "Cognitive
Development, Cultural Awareness, "Educational
Benefits, Education Work Relationahip, "Intercultural Communication, Problem Solving, Rewards, "Second Language Learning, "Travel
Identifiers—ERIC Digests
There is an increasing awareness of the usefulness

There is an increasing awareness of the usefulness

of foreign language training in a number of seemingly diverse areas. Foreign language students develop not only technical skills related to language use but also tangible advantages in the job market because of their increased communication skills. Mastery of languages also enhances the enjoyment of travel abroad and reduces frustration and isolation during travel in other countries. Increased meaningful communication and understanding between cultures more valuable, and the individual's ability to understand and empathize across cultural lines is increased with language study. In addition, research suggests that foreign language study enhances both cognitive development and scademic achievement. While it is certain that people familiar with more than one language and culture can communicate more effectively with people of other countries and cultures, it is also possible that through learning another language and culture, people become more effective problem-solvers, closer to achieving solutions to pressing social problems because of an increased swareness of a wider set of options. (MSE)

ED 276 306 FL 016 287

Kreidler, Carol J.
ESL Teacher Certification. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics,
Washington, D.C.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Contract—Aug 86
Contract—400-86-0019
Note—40.

and Improvement (ED), Washington, DC. Pub Date—Aug 86 Contract—400-86-0019 Note—4p. Pub Type—Information Analyses - ERIC Information Analysis Products (071) EDRS Price - MF01/PC01 Plus Postage. Descriptors—Elementary Secondary Education, "English (Second Language), "Evaluation Criteria, Higher Education, "Language Teachers, Limited English Speaking, Non English Speaking, Second Language Instruction, "State Standards, "Teacher Certification, Teacher Education, Teacher Education, Teacher Education, Teacher Education Sidentifiers—ERIC Digests Census-based estimates suggest that at least 3.5 million children in the United States are limited-English-proficient or non-English-speaking, Half of all U.S. teachers have one or more of these children in their classes, but only one in 17 has any specific training to teaching English as a second language (ESL). Of those actually teaching ESL classes, most have little or no specialized training. ESL instruction requires unique background and skills, and ESL teacher exclusion program elements include academic specialization (study of language in general and the systems of English, language learning processes, and language in culture), instructional methodology and sasessment, teaching experience, and the systems of English, language learning processes, and language in culture), instructional methodology and sasessment, teaching experience, and the systems of English, language learning processes, and language in culture), instructional methodology and sasessment, teaching experience, and the systems of English, language learning processes, and language in culture), instructional methodology are assessment, teaching experience, and the systems of English, language learning processes, and language in culture), instructional methodology are assessment, teaching experience, and the systems of English, language learning processes, and language in culture), instructional methodology are assessment, teaching experience, and the systems of English, language learning processes, and lan

ED 276 307 FL 016 288

ED 276 307 FL 016 288
Herror, Carol A.
Foreiga Language and International Studies High
Schools, ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics,
Washington, D.C.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—Oct 85
Contract—400-82-0009
Note—40.

Contract—400-82-0009
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MP01/PO1 Pius Postage.
Descriptors—"Academic Standards, Administrative Problems, Cross Cultural Training, Cultural Enrichment, Elitism, Financial Support, "High Schools, "International Studies, Magnet Schools, Program Administration, "Program Design, Secondary School Curriculum, "Second Language Programs.

ondary
Programs
Identifiers—ERIC Digests
Most language and international studies high
achools (LISHS) are established as public magnet
schools and stress voluntary enrollment. Generally,

the academic curriculum emphasizes foreign languages, social sciences, and communications for participation in an international environment. Students are expected to graduate with functional competence in at least one foreign language. The program also includes a traditional secondary school curriculum, field trips, independent study, and cultural exchange programs. The programs can be designed to be housed in a separate building or, more commonly, as a school within a school. Financing and other support through local resources in preferred to dependence on federal grant support. Some issues of LISHS remain to be addressed, including staffing problems and the perception or threat of clitism. Some schools allow students to choose between preparing for a career-focused internahip with an international company abroad or in urban America, and preparing for the International Baccalaureate Diploma during the last two years of school. The creation and maintenance of more LISHS will depend on the intelligence, commitment, and interest of educators, parents, and local leaders. (MSE)

ment, and interest of educators, parents, and local leaders. (MSE)

ED 276 308

FL 016 289

Ginuque, Geruld S.

A State of the Art Report: An Update on Second Language Pronunciation Learning and Teaching.
Pub Date—86

Note—299.

Pub Type—Reference Materials—Bibliographies (131)—Reports—Descriptors—Annotated Bibliographies, "Classroom Techniques, Concept Formation, "Educational Research, "Educational Research, "Educational Research, "Educational Generative Phonology, Interference (Language), "Language Research, Phonemics, Phonetics, "Pronunciation Instruction, Reading Skills, Second Language Instruction, Skill Development, Time Factors (Learning)
An annotated bibliography presents 53 citations of dissertations, articles, and other works focusing on practical rather than theoretical aspects of the teaching and learning of second language pronunciation. Listed according to author, the subjects of the citations include: the need to teach pronunciation, teaching techniques, the use of reading skills and spelling in pronunciation instruction in the language learning sequence, generative phonology and the use of a cognitive vs. behavioral approach to pronunciation, learning by the rules of pronunciation rather than by imitation, cultivation of decoding skills, and dealing with cognates. The selection of citations reflects the theory that teaching the language student to generalize practical rules of pronunciation will make imput more comprehensible and improve his speaking ability. (MSE)

ability. (MSE)

ED 276 309

FL 016 291

Ringbom, Hakan, Ed.

Psycholinguistics and Foreign Language Learning.

Papers from a Conference (Stockholm, Sweden
and Abo, Flaland, October 25-26, 1962), Meddelanden fran Stiffelsons for Abo Akademi Forsksungsinstitut Nr.86.

Abo Akademi (Finland).

Report No.—ISBN-951-648-925-7

Pub Date—83

Note—250p.

Pub Type—Collected Works - Proceedings (021)—

Reports - General (140)

EDRS Price - MF01/PC10 Plus Postage.

Descriptora—Billingualism, Communication Skilla,
Comprehension, Error Patterns, Foreign
Countries, Grammar, Immigrants, \*Interference
(Language), \*Language Processing, Language
Variation, Learning Strategies, \*Linguistic Theory, \*Psycholinguistics, \*Second Language
Learning, Swedish, Systems Approach, Uncommonnly Taught Languages, \*Vocabulary Development
At irregular intervals, beginning in 1977, Swed-

ment
At irregular intervals, beginning in 1977, Swediah-Finnish conferences on contrastive and applied linguistics have been arranged in Stockholm and Turko/Abo. This volume presents most of the papers given at the 1982 conference. Papers include: "Free Recall of Mixed Language Lists. Error Paterns in Bilingual Memory" (Karin Aronsson, Anja Metsola, Fero Norrbacka, Kaisa Tervonen); "Some Psycholinguistic Considerations towards a Theory of Second Language Processing" (Hanna W. Dechert); "Errors in Lexical Processing" (Hannele Heikkinen); "Data Types and Second Language Variability" (Kenneth Hyltenstam); "On the Acqui-

JOCUMENT RESUMES

ation of Vocabulary in Immigrant Swedish" (Ulais-Britt Kotsinas); "Acceptability and Ambiguity in Native and Second Language Message Processing" (Jaakko Lehtonen, Kari Sajavaara); "Psycholinguistics and Language Learning: Some Reservations" (Paul Meara); "Developmental Changes in Visual and Auditory Interference Patterns for Bilingual High School Students" (Edith Magiste); "On the Use of Lexical Avoidance Strategies in Foreign-Language Communication" (Rolf Palmberg); "A Psycholinguistic Approach to a Pedagogic Grammar" (Geoffrey Phillips); "On the Distinctions of Item Learning vs. System Learning and Receptive Competence vs. Productive Competence in Relation to the Role of L1 in Foreign Language Learning" (Hakan Ringbom); "Problems in "Messuring" L3-Learning Strategies" (Kaj Sjoholm); "Deception and Learning Strategies" (Kaj Sjoholm); "Deception and Learning Strategies" (Kaj Sjoholm); "Deception Text Comprehension" (Jorna Tommonia); and "Foreign Language Vocabulary Learning -a Criterion of Learning Achievement" (Peter af Trampe). (MSE)

ED 276 310 FL 016 292 Aronno, Karin And Others
Pree Recall of Mixed Language Lists. Error Patterns in Billingual Memory.
Pub Date—83
Note—21p.; In: Psycholinguistics and Foreign Lan

us Date—83 ote—21p.; in: Psycholinguistics and Foreign Lan-guage Learning. Papers from a conference (Stock-holm, Sweden and Abo, Finland, October 25-26, 1982); see FL 016 291.

holm, Sweden and Abo, Finland, October 25-26, 1982); see FL 016 291.
1982); see FL 016 291.
1984); see FL 016 291.
1985 yee FL 016 291.
1986 yee Flore Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—Billingualism, Billingual Students, \*Error Patterns, Finnish, Foreign Countries, \*Interference (Language), Language Dominance, Psycholinguistics, \*Recall (Psychology), \*Second Language Learning, Short Term Memory, Swedish, Uncommonly Taught Languages, Vocabulary Development
Lexical interference in the recall of adult Finnish/Swedish bilinguals with Finnish dominant is studied. The error ostterns of short-term recall of words presented by category in either Swedish or Finnish were examined for translations, lexical substitutions, and intrusions or false recalls of non-courring words. Individual differences in fluency, education, and task demand were also considered. The results suggest meaningful connections between interference and fluency as measured by correctly retrieved words. They support bilingual interdependence rather than independence, but do not suggest a unidirectional error pattern (e.g., consistently occurring in the shift from one language to the other). Several tables are included. (MSE)

ED 276 311 FL 016 293

ED 276 311

FL 016 293

Dehert, Hans W.

Some Psychollaguistic Considerations towards a
Theory of Second Language Processing.

Pub Date.—83

Note.—19p.; In: Psycholinguistics and Foreign Language Learning. Papers from a conference (Stockholm, Sweden and Abo, Finland, October 25-26, 1982); see FL 016 291.

Pub Type.— Reports - Evaluative (142) —
Specches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Interference (Language), Language
Acquisition, "Language Processing, "Language
Lurivernals, Linguistic Difficulty (Inherent), "Linguistic Theory, Psycholinguistics, "Second Language Learning, "Transfer of Training
There is one and only one common human language processing system and a variety of inguistic data to be processed. This system must operate opportunistically with certain areas of freedom. Within that system there is competition between the first and second languages on all levels and through all stages of development. Some processing procedures are universal across languages, and some are language-specific. In addition, there is much heterogeneity and variance among individuals. What the second language learner must learn is to make use of the processing capacity gained in the first language and to sort or filter out those processes that cannot handle second language processing tasks. The number of universal processes approcessing capacity disconding tasks. The number of universal processes approcessing space of the sorting of filtering procedure, and processes across languages, and interference is the lack or in-adequacy of the sorting of filtering procedure, and putture theory of language acquisition should begin

FL 016 294

with the assumption that there are many similarities between first and second language processing, and that one's first language solity has an extremely important function in second language learning. These conclusions are supported in this paper via a detailed task analysis of a three-frame, non-cap-tioned cartoon taken from Goldman-Elaler (1961).

ED 276 312

ED 276 312

Heikkines, Hannele
Ervers in Lexical Processing.
Pub Date—83
Note—12p.; In: Psycholinguistics and Foreign Language Learning, Fapers from a conference (Stockholm, Sweden and Abo, Finland, October 25-26, 1982); see FL 016 291.
Pub Typs—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/FC01 Pus Postuge.
Descriptors—"Error Analysis (Language), "Error Patterns, Finnish, Foreign Countries, "Interperaonal Communication, "Language Processing, Psychological Patterns, "Second Languages, "Stress Variables, Uncommonly Taught Languages, "Vocabulary Development A study examines differences in lexical processing in first and second languages through error patterns in speech. The investigation assumes that although the internal planning of speech cannot be examined, it is manifested in output errors, such as ilps of the tougue, writing errors, sphasic speech, and some temporal properties of speech, and can be elicited in responses to some psycholinguistic tests. An examination of errors in the first and second language processing of Finnish speakers suggests that lexical errors are different in the two languages. It is concluded that errors reflect individual stress and various situational and interactional factors, and that these factors deserve more attention in the study of speach. (MSE)

FL 016 295

ED 276 313

FL 016 295

Hyltenstam, Kenneth
Data Types and Second Language Variability.
Pub Data—83

Note—20p.; In: Psycholinguistics and Foreign Language Learning, Papers from a conference (Stockholm, Sweden and Abo, Finland, October 25-26, 1982); see FL 016 291.
Pub Type—Reports—Evaluative (142)—Speeches/Meeting Papers (150)
EDRS Price - MP61/F01 Plus Postage.
Descriptors—Affective Objectives, Cognitive Objectives, "Data Collection," Developmental Stages, Evaluation Methods, "Language Research, Language Variation, Learning Strategies, Psychotinguistics, "Research Methodology, "Second Language Learning Identifiers—"Elicitation Techniques
Different language sample elicitation techniques may be appropriate for different linguistic phenomena and for learners at different phases of acquisition. These techniques include elicited production, manipulation of given linguistic material (sentence combining, sentence completion), intuition and grammaticality judgment tests, introspection, cloze procedure, imitation, dictation or partial dictation, and translation. It also finds that different data types can locate the learner at various phases of learning, and that the choice of appropriate elicitation techniques depends on factors such as proficiency level, linguistic phenomena in question, age, and educational background. The comparison of results from different techniques suggests that there is a great deal of individual variation in the tasks a given learner can handle, which has implications for both data elicitation and teaching practice. (MSE)

ED 276 314

FL 016 296

Kotsinas, Ulla-Britt
On the Acquisition of Vocabulary in Immigrant

On the Acquisition of Vocanumy in Swedish.
Pub Date—83
Note—28p.; In: Psycholinguistics and Foreign Language Learning, Papers from a conference (Stockholm, Sweden and Abo, Pinland, October 25-26, 1982); see FL 016 291.
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDBS Price - MF01/PC02 Plus Postage.
Descriptors—"Adult Learning, Difficulty Level, Foreign Countries, "Immigrants, Interprenal Communication, "Learning Processes, Learning Strategies, Psycholinguistics, "Second Language Learning, "Swedish, Uncommonly Taught Language Learning,"

guages, "Vocabulary Development, Word Frequency, Word Recognition
A study of the acquisition of Swedish vocabulary
by adult immigrants examined both the kinds and
contexts of words learned. It found that simple and
common words form the bulk of the vocabulary
learned, and that frequency of input, complexity of
input, and communicative need guide the learning process. Frequency refers to the frequency of both
target language words and words in situations where
the learner usually interacts inguisitically. Complexity may be the words' similarity to native language
words, word length, semantic complexity, or degree
of concreteness or abstractness. Communicative
need might be for words connected to the situation
in which the learner uses the target language, words
expressing emotions and attitudes, or form words.
The investigation found three strategies of word
learning: the learning of whole "chunks," the learning of words occurring in certain contexts, and
copying. (MSE) copying. (MSE)

ED 276 315 FL 016 297

ED 276 315 FL 016 297

Lehtonen, Jaakko Sqirwarra, Kari
Acceptability and Ambiguity in Native and Second
Language Mesmage Processing.

Pub Date—83

Note—27p.; In: Psycholinguistics and Foreign Language Learning. Papers from a conference (Stockholm, Sweden and Abo, Finland, October 25-26, 1982); see FL 016 291.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—"Ambiguity, "Cognitive Processes, "Communication (Thought Transfer), Comparative Analysis, English (Second Language), Finnish, Foreign Countries, Grammatical Acceptability, "Language Processing, Language Skills, Listening Comprehension, Native Speakers, Psycholinguistics," Reaction Time, "Second Language Learning, Time Pactors (Learning), Uncommonly Taught Languages

A study used two auditory tests of reaction time to compare second language learners' and native speakers' detection of ambiguity or acceptability of sentences. The subjects were Finnish learners of English as a second language and native English-speakers, with the exception of the time taken to make judgments. The native speakers appeared to have immediate access to meaning through context, while the nomative speakers may have had to resort to problem-solving strategies, taking significantly more time. There were also clear differences between individual Finnish subjects, reflecting English proficiency. Sentences using material learned either eartly or learning difficulty cannot be equated with the hierarchy of processing difficulty. Native speakers were generally more unanimous in their decisions. For sentences ambiguous to natives, the Finnish subjects could see only one possible interpretation, the more basic or common one. However, it is noted that the apparent simplicity of these findings does not necessarily reflect responses in real-life interactional situations. Tables and figures are included (MSE)

ED 276 316 FL 016 298

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Meara, Paul
Psycholinguistics and Language Learning: Some Reservations.
Pub Date—83
Note—92; In: Psycholinguistics and Foreign Language Learning, Papers from a conference (Stockholm, Sweden and Abo, Finland, October 25-26, 1982); see FL 016 291.
Pub Type—Reports - Evaluative (142) — Opinion Papers (120) — Speeches/Meeting Papers (150) EDRS Prics - MP01/PCNI Plus Postage.
Descritors—4 Applied Linguistics, English, \*intellectual Disciplines, Language Processing, Learning Theories, \*Linguistic Theory, Professional Development, \*Psycholinguistics, \*Research Methodology, \*Second Language Learning It is a good thing for the field of applied linguistics to adopt experimental methods of research where appropriate and to think more in terms of testable models of second language processing. However, there is a threat of psycholinguistics becoming the parent discipline, most likely temporary, of applied linguistics. This would be unwise for two reasons:

(1) the bulk of the current work in psycholinguistics is in English, narrowly based, and difficult to generalize from; and (2) psycholinguistics is not asking the right questions about second language learning. To become allied with psycholinguistics would perpetuate applied linguistics' status as a second-level, dependent discipline iscking an intrinsically otherent intellectual framework. The profession must find its own priorities and become more self-confident and assertive about pursuing them. Three figures are included. (MSE)

ED 276 317 FL 016 299

ED 276 317

FL 016 299

Magiste, Edith
Developmental Changes in Visual and Amilitary
Interference Patterns for Billingual High School
Students.
Pub Date—83

Note—15p; in: Psycholinguistics and Foreign Language Learning, Papers from a conference (Stockholm, Sweden and Aho, Finland, October 25-26, 1982); see FL 016 291.
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Pius Postage.
Descriptors—"Auditory Perception, "Billingualism,
Bilingual Students, Correlation, Bror Patterns,
Poreign Countries, German, High Schools, High
School Students, "Interference (Language), Interlanguage, "Language Dominance, "Perceptual
Development, Psycholinguistics, Swedish, Uncommonly Taught Languages, "Visual Perception
The results of two experimental studies of interference in German-Swedish bilingual and trilingual
high school students are presented. Both were developmental studies with length of residence in Interference in German-Swedish bilingual and trilingual
high school students are presented. Both were developmental studies with length of residence in Interference in German-Swedish bilingual and trilingual
high school students are presented. Both were developmental studies with length of residence in interference in German-Swedish bilingual and trilingual
high school students are presented in the service
was to follow the developmental changes in instraand interlingual interference and to find out
if those interference patterns are related to intelligence as measured by a non-verbal test. In one
study, vision tasks were used and in the other, dichotic auditory translation tasks were used and interdifferential
pattern of interference is mainly determined by lanpuage dominance. Equivalent amounts of intrasultage, and
higher interference in minipage occurs when
that language is dominant. The interference pattern
is not task dependent, but the task difficulty appears
to determine the point of language balance. Results
of the second study sugasts a pattern of int

ED 276 318 FL 016 300

ED 276 318

Pulmberg. Rolf
On the Use of Lexical Avoidance Strategies in
Foreign-Language Communication.
Pub Date—83
Note—11p.; In: Psycholinguistics and Foreign Language Learning. Papers from a conference (Stockholm, Sweden and Abo, Finland, October 25-26, 1982); see FL 016 297.
Pub Type—Information Analyses (070) — Reports—Evaluative (142) — Speeches/Meeting Papers (150)

(150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Students, Anxiety, Children, Classification, Communication Problems, Communication Research, Difficulty Level, French, Immersion Programs, \*Language Usage, Mandarin Chinese, Psycholinguistics, Russian, \*Second Languages, Spanish, \*Student Attitudes, Turkish, Uncommonly Taught Languages, \*Vocabulary Development
Identifiers—"Avoidance Behavior, \*Communication Strategies

Development
Identifiers—"Avoidance Behavior, "Communication Strategies
Three experiments from the late 1970s concerning second language communication strategies are
studied for evidence supporting their classification
as either avoidance or achievement strategies. The
experiments had as subjects native English-speaking
children in a French immeration program, adult second language learners of English who were native
speakers of Spanish, Turkish, or Mandarin, and intermediate-level American students learning Russian. The studies show that language learners use
avoidance strategies to different extents, irrespective of age, native language, or target language.
They also give only very general clues about the
overall use of avoidance at different learning levels

and suggest that reliable classification of communi-cation strategies is difficult. It is recommended that researchers take greater care to report details of task, context, and subject characteristics in their in-vestigations. (MSE)

ED 276 319

FL 016 301

Phillips, Geoffrey A Psycholinguistic Approach to a Pedagogic Gram-

A Psycholiaguistic Approach to a Pedagogic Grammar.

Pub Date—83
Note—10p.; in: Psycholinguistics and Foreign Language Learning. Papers from a conference (Stockholm, Sweden and Abo, Finland, October 25-26, 1982); see FL 016 291.

Pub Type—Reports — Svaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/FC01 Flus Postage.
Descriptors—Classification, "Grammar, "Information Dissemination, "Interaction, "Persusative Discourse, "Psycholinguistics, Second Language Instruction, "Speech Acts
A grammar based on speech acts to be used by second language teachers, syllabus planners, and instructional materials writers is outlined. The grammar proposes only two basic categories of speech act: (1) those involving a negotiation between speaker and addressee, and (2) those designed by the speaker to give information to the addressee. The largest portion of the grammar would apply to informational speech acts and resemble a traditional grammar, and a separate section involving the same linguistic forms but including most of the imperatives and questions would focus on negotiation. The argument that English lends itself to this approach is illustrated with the English system of modals and a conversation from a British novel. (MSE)

ED 276 320

FL 016 302

ED 276 320 FL 016 302
Ringbow. Hakan
On the Distinctions of Item Learning vs. System
Learning and Receptive Competence vs. Productive Competence in Relation to the Role of L1 in
Foreign Language Learning.
Pub Date—83
Note—13p.; In: Psycholinguistics and Foreign Language Learning. Papers from a conference (Stockholm, Sweden and Abo, Finland, October 25-26,
1982); see FL 016 291.
Pub Type—Information Analyses (070) — Reports

Pub Type— Information Analyses (070) — Reports
- Evaluative (142) — Speeches/Meeting Papers - Eva

(150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Associative Learning, Audiolingual
Skills, Encoding (Psychology), Language Research, "Language Skills, "Learning Strategies,
Linguistic Theory, Psycholinguistics, Recognition
(Psychology), "Second Language Learning, "Systems Approach
Formal and functional similarities in a learner's
first and second languages (L1 and L2) facilitate the
perception of cross-linguistic equivalence between
individual items (phonemes, morphemes, words,
and phrases). The beginning foreign language
learner makes frequent use of these perceived equivalences when he learns to understand L2 items. This alences when he learns to understand L2 items. This receptive competence in turn creates a basis for development of productive competence. Cross-linguistic similarities alone may not directly facilitate the mastery of L2 systems for use in production, but the learner who can easily perceive cross-linguistic equivalences will easily build a basic receptive competence. Furthermore, although the L2 learner whose L1 is a related language may have problems with minimally distinct patterns and other factors, he will probably make fewer errors that serious, he ffect communication than the learner whose L1 and L2 are not related. (MSE)

ED 276 321

FL 016 303

ED 276 321 FL 016 303 Sjokolm, Kaj Problems in "Measuring" L2-Learning Strategies. Pub Date—83 Note—29p.; In: Psycholinguistics and Foreign Language Learning, Papers from a conference (Stockholm, Sweden and Abo, Finland, October 25-26, 1982); see FL 016 291. Pub Type—Reports—Evaluative (142) — Speeches/Meeting Papers (150) EDRS Price - MF01/PC02 Plus Postage. Descriptors—Associative Learning, "Interlanguage, Language Processing, "Learning Strategies, Linguistic Theory, "Measurement Techniques, Psycholinguistics, "Research Methodology, "Second Language Learning, Transfer of

Training
The concept of second language (L2) learning strategies fits well into the theoretical framework of interlanguage. In interfanguage, learning is not defined exclusively with reference to the target language norm, and the use of native language training step in the progression toward the target language. The concept of learning strategy, as distinct from learning processes that are automatic operations, is compatible with the idea of the uniqueness and dynamic character of interlanguage systems. A study of the degree of learner awareness of learning processes in L2 learning points to variability in learner use of strategies according to elicitation technique. (MSE)

ED 276 322

FL 016 304

ED 276 322

Stedje, Astria

Deception and Dissociation Markers as Indicators
of Communication Strategies.

Pub Date—83

Note—13p.; In: Psychotinguistics and Foreign Language Learning. Papers from a conference (Stocknolm, Sweden and Abo, Finland, October 25-26, 1982); see FL 016 291.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MP61/PC01 Plus Postage.

Descriptors—Bilingual Students, College Students, \*Communication Problems, Error Analysis (Language), Foreign Countries, German, Higher Education, Language Uasge, Psycholinguistics, Second Language Learning, Swedish, Uncommonly Taught Languages, \*Vocabulary Development

-\*Avoidance Behavior, \*Con

ment
Identifiers—"Avoidance Behavior, "Communication Strategies used by GermanSwedish bilinguals when they have lexical difficulty
are discussed. Findings indicate that in a language
test situation, when attention is focused on words
rather than topic, face-saving over a lexical gapseems to be of great importance to the speaker.
When a communication strategy has led to a noticeable failure, the speaker has three principal options:
to proceed as before, admit the failure but dissociate
himself from it, or conceal the failure and deceive
the listener. For dissociation and deception there
are certain markers that can help identify the two
strategies. These markers can also help in determinguing whether or not the speaker has used a communication strategy, since they are strongly linked with
conscious errors and other products that the speaker
considers to be failed communication strategies for
his lexical difficulties. (MSE)

ED 276 323

FL 016 305

Tommola, Jorna
Expecting the Discourse Topic in Native and
Foreign Language Text Comprehension.
Pub Date—83

Pub Date—83
Note—31p.; In: Psycholinguistics and Foreign Language Learning. Papers from a conference (Stockholm, Sweden and Abo, Finland, October 25-26,
1982); see FI. 016 291.
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PG2 Plus Postage.
Descriptors—Cognitive Mapping, Cognitive Measurement, College Students, English (Second
Language), Canguage Processing, Microcomputers, Psycholinguistics, \*Reading Comprehension,
Second Language Learning, \*Sentence Structure,
\*Vocabulary

ers, Psycholinguistics, \*Reading Comprehension, Second Language Learning, \*Sentence Structure, \*Vocabulary The effects of topical coherence on the comprehension of two groups of non-native (Finnish) users of English and a control group of English native speakers were observed, with reaction times from a visual word monitoring task as the dependent measure. The experiment examined the ability of intermediate and advanced second language students to comprehend sentences at a critical point: when they have recognized the thematically critical word, are processing the next word, the target verb, and are roctiniung to monitor other words in the text. It was found that for advanced students whose processing capacity is not burdened by microprocesses, the effects of the sentence's topical structure in facilitating or inhibiting comprehension are clear. For less advanced students whose comprehension of the topic in the preceding context is probably less efficient, topical discontinuity in the preceding context does not have as consistent an effect. A three-page reference list is included. (MSE)

FL 016 306

ED 276 324

ED 276 324

Trampe. Peter af
Poreign Language Vocabulary Learning-A Criterion of Learning Achievement.
Pub Date—83
Note—91; in: Psycholinguistics and Foreign Language Learning. Papers from a conference (Stockholm, Sweden and Aho, Finland, October 25-26, 1982); see FL 016 291.
Pub Type—Reports — Evaluative (142) —
Speeches/Meeting Papers (150)
EDRS Prics - MF01/PC01 Plus Postage.
Descriptors—Achievement Cains, Cognitive Processes, Difficulty Level, "Evaluation Criteria, "Language Leage, "Learning Processes, Psycholinguistics, Second Language Learning, Testing Problems, "Vocabulary Development, Word Recognition
In order to accurately assess the learning of vocabulary words, a criterion of learning achievement must be set for each word or group of words. This criterion would reflect (1) the amount of semantic, grammatical, and phonological information the learner had to possess in order to have learned the word; (2) the receptive and productive processes the learner had to possess in order to have learned the word; and (3) the necessary degree of mastery of those processes. This is seldom achieved in practice, but such criteria of vocabulary learning should be specified in empirical research in order to make comparisons possible. (MSE)

## HE

ED 276 325

The Centrol of the Campus. A Report on the Governance of Higher Education. A Carnegie Foundation Energ.

Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.

Report No.—ISBN-0-931050-21-9

Pub Date—82

Note—129n.

Teaching, Princeton, NJ.
Report No.—ISBN-0-931050-21-9
Pub Date—82
Note—129p.
Avsilable from—Princeton University Press, 3175
Princeton Pike, Lawrenceville, NJ 08648 (36.95, prepaid).
Pub Type—Tests/Questionnaires (160) — Information Analyses (070)
EDRS Price MP01 Plus Postage, PC Not Available from EDRS.
Descriptors—Accreditation (Institutions), \*College Administration, College Programs, \*Decision Making, \*Governance, Governing Boards, \*Government School Relationship, \*Higher Education, Institutional Autonomy, Institutional Mission, National Surveys, Personnel Policy, Private Colleges, Public Colleges, Questionnaires, State Boards of Education, Two Year Colleges
Governance in U.S. higher education is discussed, based on a 1982 survey of decision making in higher education with attention to its roots, the effects of current conditions on decision-making arrangements, and a possible governance framework for the future. While both private and public education are considered, the public sector is emphasized. Governance is defined as both formal decision arrangements and informal procedures by which standards are maintained. Information was obtained from a survey of decision-making arrangements and informal procedures by which standards are maintained. Information was obtained from a survey of decision-making in state higher education agencies, flagship universities, four-year colleges, and two-year colleges. After discussing the mission of universities, the tradition of self-regulation in American higher education is examined, including the governing board and voluntary accreditation. Also covered are outside governance connections (the state, the federal governance) and two-year colleges, are used to strengthen self-regulation capacity, to take leadership roles, and to revitalize their historic governance trangelments and administrative burdens. However, because external influences on academic governance should not be allowed to overwhelm internal governance structures, colleges are urged to strengthen self-regul

ED 276 326 HE 019 176 Pelikan, Jaroslav Scholarship and Its Survival. Questions on the

Idea of Graduate Education. A Carnegie Founda-tion Essay.

Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.

Report No.—ISBN-0-931050-24-3 Pub Date—83 Note—113p.

Pub Date—83
Note—13p.
Available from—Princeton University Press, 3175
Princeton Pike, Lawrenceville, NJ 08648 (36.95,
prepaid).
Pub Type—Opinion Papers (120)
EDRS Prices MP01 Plus Postage. PC Not Available from EDRS.
Des

Pub Type— Opinion Papers (120)
EDRS Price - MF01 Pius Postaga, PC Not Available from EDRS.
Descriptors—"Articulation (Education), College Faculty, College Instruction, "Doctoral Degrees, Educational Opportunities, Educational Quality, "General Education, "Graduate Study, Higher Education, Moral Issues, Professional Education, Moral Issues, Professional Education, Undergraduate Study
Graduate education in the United States and issues related to the survival of scholarship are addressed. Ways to balance undergraduate, graduate, and professional studies are considered, including issues related to research training and the undergraduate emjor. It is suggested that graduate exchools coordinate their emphasis on general education with undergraduate colleges. Topics of discussion include: the dominance of the Ph.D. as the credensial for college teachers, the effects of graduate education on undergraduate teaching; the shrinking of the collegiate student body and its implications for the collegiate student body and its implications for the need for escholars in the future; the role of general education in the preparation of scholars; the meed for perspectives on foreign cultures in the scholar's training; distinctions between traditional graduate divisions and professional schools; tensions between colleges (within and separate from universities) and the graduate divisions of universities; moral and ethical concerns of those engaged in research; and the degree to which concern for equality of opportunity in education might change the quality of scholarship. Appendices provide brief harrative descriptions and statistical tables on trends in graduate education, including enrollments, the number of institutions offering graduate degrees, and sources of student support. (SW)

HE 019 215 ED 276 327

Edy at 0 Sar.
Trow, Martin A.
The University Presidency: Comparative Reflections on Loadership,
Illinois Univ., Urbana.
Pub Date—Nov 84

. Cap. Payrid D. Henry Lecture (9th, Urban

Pub Date—Nov 84
Note—58p.; David D. Henry Lecture (9th, Urbana, II., October 21-November 1, 1984).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF0I/PC03 Plus Postage.
Descriptors—\*Administrator Role, \*College Presidents, Comparative Analysis, \*Governance, Higher Education, \*Leadership Qualities, Participative Decision Making, \*Research Universities, Resource Allocation, Teacher Administrator Relationship

pative Decision Making, "Research Universities, Resource Allocation, Teacher Administrator Relationship Identifiers—Europe, "United States

The role of the university president in the United States is considered in this David D. Henry lecture, as well as in three responses by a panel consisting of University of Illinois President Stanley C. Ikenberry, the university's College of Education Dean Joe R. Burnett, and University of Illinois professor David A. Whetten. A question and answer session between the panelists and the lecturer is also included. The lecture focuses on the role of the presidency in the great American research universities, perhaps 30 or so in all. The term "presidency" is used to refer to the chief campus officers. The lecture explores in general terms what is meant by "leadership" in universities, and contrasts the American university president of contrast that has developed in America are also aktched. Structures and institutional mechanisms through which the American university president takes initiatives, deploys resources, and exercises leadership is apparent in four dimensions: symbolic, political, managerial, and academic. The lecture argues that strong faculty influence in university president takes initiatives, deploys resources, and exercises leadership as the president takes initiatives, deploys resources, and exercises leadership as the president takes initiatives, deploys resources, and exercises leadership as the president takes initiatives, deploys resources in university president takes initiatives, deploys resources in university prosident takes initiatives, deploys resources, and exercises leadership as a paparent in four dimensions: symbolic, political, managerial, and academic. The lecture argues that strong faculty influence in university povernance is as much a source of presidential power as a limitation on it. (SW)

HE 019 501 ng to Potential, Proceedings of the Regi

Conference on University Teaching (2nd, Las Cruces, New Mexico, January 9-18, 1980).

New Mexico State Univ., Las Cruces.

Pub Date—86

Note—366

Note—366

Pub Type—Collectud Works - Proceedings (021)—Opinion Papers (120)—Reports - Research (143)

EDBS Price - MPB3/PC24 Plus Postage.

Descriptora—College Curriculum, "College Instruction, College Role, "Cultural Differences," Educational Objectives, Cruduate Study, Higher Education, "Mimority Groups, "Research, Teacher Education, Teaching Assistants, Technology Transfer, "Theory Practice Relationship, Undergraduate Students

Proceedings of a regional conference on teaching to potential are presented. The 48 papers address three areas of concern: training or educating—future requirements, cultural diversity in higher education, and relating disciplinary research to university tracking. Papers and authors include: "Training or Education: Future Requirements for the Profession of University Teaching" (Mark H. Curtis); "Technology Transfer through Training: Emerging Roles for the University Teaching" (Mark H. Curtis); "Technology Transfer through Training: Emerging Roles for the University," An Analysis of Student Expectations regarding Concepts of Teaching Format" (Edsel Buchanan); "Training Knowledge Workers: A New Perspective on Graduate Education: (Paulette Chaffin, William Ammentory); "Puture Requirements in Manaagement Training—Teaching at the University Level" (Barbara G. Connellee); "Reaching for the Potential, II: Identifying and Reaching Teacher Goals" (Paul R. Dingman); "The Necessity of Training before Education: The Fingertip Effect and Learning as Related to Teaching Computer Skills to Faculty" (Carlton W. Dukes); "Cultural Diversity in Higher Education: A Critical Continuing Issue" (Tomas A. Arciniega); "Mexican American Faculty in the Southwest: Some Survey Results" (Adalberto Aguirre); "The College Classroom: Clasging Climates and Cultures" (Len Ainsworth); "Cultural Diversity: An Expectation for Teaching" (Naviar Catheart Barker); "Graduate Trainin

ED 276 329 HE 019 502 Common Learning. A Carnegie Colloquium on General Education (Chicago, Illinois, April

Carnegie Foundation for the Advancement of Teaching. Teaching.
Report No.—ISBN-0-931050-19-7
Pub Date—81

Pub Date—81 Note—153p. Available from-

Note—153p.

Available from—Carnegie Foundation for the Advancement of Teaching, 1785 Massachusetts Ave., N.W., Washington, DC (\$12.95).

Pub Type—Opinion Papers (120) — Books (010) — Collected Works - Proceedings (021)

EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.

Descriptors—"College Curriculum, College School Cooperation, "Educational Objectives, "General Education, Higher Education, High Schools, "History Instruction, Organizational Theories, Rhetoric, "Science Instruction, "Social Sciences, Social Structure

Rhetoric, "Science Instruction, "Social Sciences, Social Structure General education, or learning that should be common to all, is considered in five essays adapted from colloquium addresses and one essay, summarized in chapters 1 and 7 of this volume, that provided the colloquium theme. In "The Quest for Common Learning," Ernest L. Boyer identifies six essential objectives of general education. Wayne C. Booth's essay, "Mere Rhetoric, Rhetoric, & the Search for Common Learning," distinguishes a type of rhetoric that is important to five kinds of general education. Next, "Heritage and Traditions" by Frederick Rudolph discusses the importance of history in general education, including three models for incorporating history in general learning pro-

grams. In "Contemporary Organizations," Rosabeth Moss Kanter emphasizes the importance of understanding social structures and organizations and identifies aspects of organizational life that challenge individualistic or voluntaristic assumptions. The essay "The Natural World" by Lewis Thomas considers instruction in science, and specifically biology, at the college level. Fred Hechinger discusses the need for educational coordination in providing a general education curriculum in "The High School-College Connection." Finally, "Prospects for the Future" by Arthur Levine considers prospects for improving general education. (SW)

ED 276 330 HE 019 818 Tobis, Patricia L. The Higher Education Prison Program: The Pirst Ton Years.

Ten Years.

Massachusetts State Dept. of Correction, Boston.
Pub Date—Dec 85
Note—56p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MP91/PC03 Plus Postage.
Descriptors—Academic Achievement, \*College Instruction, \*Correctional Education, \*Credit Courses, Eurollment Trends, Higher Education, \*Nontraditional Students, Performance, \*Prisoners, Program Evaluation, Student Characteristics Identifiers—"Higher Education Prison Program, \*Massachusetts, University of Massachusetts Boston

Identifiers—"Higher Education Prison Program,
"Massachusetts, University of Massachusetts
Boston
The first 10 years of operation of the collegein-prison program in Massachusetts and characteristics of participating offenders were assessed. College credit courses have been offered to immates in
adult corrections facilities by The University of
Massachusetts at Boston through a program called
the Higher Education Prison Program (HEPP).
Analysis of HEPP enrollees between 1973 and 1982
produced three types of research products: (1) a
trend analysis of enrollment; (2) patterns of program participation and performance; and (3) characteristics of the 676 male participants. Enrollment
peaked in 1977 and declined after that time. HEPP
offered a broad-based curriculum consisting of 97
courses during the first 10 years. About 40% of the
participants entered the program when they had at
least 10 or more years to serve (including life sentences) before they were parole eligible. HEPP participants could be distinguished from the average
prison resident by age, educational background, cocupation, and veteran status. Participants tended to
be slightly older and/or better educated. Inmates
who entered prison with a high school degree or
more education tended to perform better in HEPP
than other participants. Appendices give breakdowns of eligibility for the college program and
completion of preparation, and characteristics of offenders in HEPP. (Author/SW)

ED 276 331 HE 019 819

Manek, Suru And Others
Scholarships for International Stadents. A Complete Guide to United States Colleges and Universities, 1986-58, First Edition.
Scholarship Research Group, Middleburg Heights, OH

OH.

OH.

Pub Date—86

Note—276p.; Small print may affect legibility of parts of document.

Available from—Scholarship Research Group, 16600 Sprague Road, Suite 110, Middleburg Heights, OH 44130 (314.95).

16600 Sprague Road, Suite 110, Middleburg Heights, OH 44130 (\$14.95).
Pub Type— Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MP01/PC12 Plus Postage.
Descriptors—"College Applicants, "College Choice, "Foreign Students, Higher Education, Information Sources, "Institutional Characteristics, "Scholarships, "Student Financial Aid Identifiers—"United States
A guide to U.S. scholarships and colleges is presented for foreign students, along with information on the U.S. educational system, selecting a college, respectively to the superior of the state of the superior of the su

cepts transfer students, the average financial award offered to foreign students, the types of awards, the availability of housing for foreign students, the type of school calendar, and whether the college offers English as a Second Language programs. Included are: worksheets to help choose a college; Immigration and Naturalization Service (INS) forms; U.S. population and climate maps; addresses of centeralization shout U.S. education and about Fulbright-Hays Scholarships; and addresses and phone number of foreign embassies in the United States and INS district and suboffices. (SW)

ED 276 332 HE 019 820

ED 276 332 HE 019 820
Freeman, Frank H., Ed. And Others
Leadership Education: A Source Book for Those
Planning Programs and Teaching Courses in
Leadership Education: A Source Book for Those
Planning Programs and Teaching Courses in
Leadership in Higher Education.
Center for Creative Leadership, Greensboro, N.C.
Pub Date—86
Note—411p.
Available from—Center for Creative Leadership,
P.O. Box P.I, Greensboro, NC 27402 (340.00).
Pub Type—Reference Materials - Bibliographics
(131) — Reference Materials - Bibliographics
(132) — Guides - Non-Classroom (055)
EDRS Price - MP01 Plus Postaga, PC Not Available from EDRS.
Descriptors—\*College Programs, Conferences,
Pilms, Higher Education, "Information Sources,
Pilms, Higher Education, "Information Sources,
"Instructional Materials, "Leadership Training,
Publications, Reference Materials, "Resource
Materials, School Surveys, Student Evaluation,
Teleconferencing, Videodisks
A source book is presented to assist in planning or
modifying courses or programs in the the area of
leadership education training or development
within colleges and universities. Contents include
descriptions of a sample of courses and programs, a
bibliography, with some annotations, of books, articles, and reference sources pertaining to leadership;
an annotated list of films and videos for possible use in leadership courses; essays and articles concerned
with leadership studies; summaries of leadership
conferencing, a report of a Leadership Bducation
Conference (Greensboro, NC, July 13-16, 1986); a
list of resource persons, including the name, address, and institution of contributors, presenter,
and conference participants; a list of resource persons by state and foreign country; a list of organizations with interest in leadership studies and
activities; cross-indexes of lists in the source book;
and list of additional materials available from the
Center for Creative Leadership. The course descriptions, which are based on submissions from colleges,
include aarrative overviews, course objectives, s

ED 276 333 HE 019 822

Bill Deborah J., Ed.

Study Abroad in the Eighties. Papers Presented at a Conference on American Academic Programs Abroad (3rd, Pamplona, Spain, July 1965).

Report No.—ISBN-0-956645-00-8

Pub Date—86

Note—117p.

Available from—Remaissance Publicationa, 4782

Brodribb Court, Box D, Columbus, OH 43220

(37.95, includes shipping costs).

Pub Type—Reports - Descriptive (141) — Collected Works - Proceedings (021)

EDRS Price - MFBI/PCB Plus Postage.

Descriptors—Academic Standards, Administrator Responsibility, Community Colleges, "Curriculum Design, Educational Finance, Experiental Learning, Higher Education, Independent Study, "International Educational Exchange, Program Administration, "Program Costs, "Study Abroad, "Summer Programs, Two Year Colleges Identifiers—Latin America, Marist College NY, Marquette University VI, Rutgers the State University of Pitts Durice Program, Two Year Colleges University of Pitts Durice Program, Study Broad, "Summer Frograms, Two Year Colleges University of Pitts Durice Program of Marind (Spain), University of New Mexico, University of Paris (France), University of Pitts Durice Program design, low-cost financing, curriculum design, academic standards, summer study prolume design, academic standards, summer study pro-

grams, an exchange program between the University of South Florida and University of Paris VII, internationalizing the community college, curriculum design at Wesley College, advertising and recruiting techniques at Marquette University, Latin America exchange programs administered by the University of Pittiburgh, program design at Rutgers University, Mariat Abroad Programs, and administration of the University of New Mexico program. Article titles and authors are as follows: "Exchange and Study Programs for University Professors and Students" (C. Bugene Scruggs); "International Studies and Study Abroad for the Two-Year College Carriculum" (Blizabeth Q. Espadas); "The Role of the Administrative Director in a Successful Year Abroad Programs Institutional, Paculty, and Staff Commitments and Subsidies" (James A. Van Fleet); "Financing a Study Abroad Programs at the University of New Mexico" (Bruce Tracy); "Small Is Besutiful: Getting Students from Pitt to Latin America, 1972-1985" (Reid Reading); "Independent Study within the Study Abroad Programs" (Mary Lee Bretz); "Study Abroad Program" (Mary Lee Bretz); "Study Abroad Program" (Mary Lee Bretz); "Study Abroad Program" (Mary Lee Bretz); "Study Abroad Programs" (Mary Lee Bretz); "St

ED 276 334 HE 019 830

Jones, L. R. University Budgeting for Critical Mass and Com-

University Budgeting for Critical Mass and Competition.

Report No.—ISBN-0-03-062776-1

Pub Date—85

Note—290p.

Available from—Greenwood Press, 88 Post Road

West, Box 5007, Westport, CT 06881 (332.95).

Pub Type—Books (010) — Opinion Papers (120)

Document Not Available from EDBS.

Descriptors—"Budgeting, "College Administration, College Planning, College Programs, Competition, Decision Making, "Departments," Plinancial Pobley, Pinancial Problems, "Covernment School Relationship, Higher Education, istitutional Mission, Models, Money Management, Public Policy, "State Aid, State

Government

stitutional Mission, Models, Money Management, Public Policy, \*State Aid, State Government

A critical mass strategy for university academic budgeting, resource planning, and management is described, and state government budgetary and program policy for universities is analyzed. The use of "rational systems management" in universities is discussed as a means of placing in perspective the critical mass resource decision model. Attention is directed toward whether the development of systems for use on the academic side of university management is necessary or appropriate and if so, under what conditions such systems would appear advantageous or disadvantageous in terms of both internal management and state government relations. The way public universities recognize and attempt to manage financial stress is also discussed, with consideration given to how universities might adapt to resource scarcity and environmental change. The critical mass approach enables institutions to define the criteria for program review and priority setting and to develop performance-oriented measures that translate into data for budgetary decision-making. Through the definition of institutional mission, critical mass program size, and core resources necessary to support critical mass programs, institutions become better able to compare academic unit performance in instruction and research. Subject and author indexes are included. (SW)

ED 276 335

Franklin, Paul L.

College Opportunity and Public Assistance Programs: Ideas for Resolving Conflicts.

College Entrance Examination Board, Washington, D.C.

D.C
Pub Date—84
Note—27p.
Available from—College Board Publications, Box
886, New York, NY 10101 (36.00, 20% discount
on 5 or more copies).
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Access to Education, Agency Role,
Caseworkers, \*College Attendance, Day Care,
Economically Disadvantaged, \*Eligibility, Federal Regulation, \*Financial Aid Applicants,

Higher Education, Income, Local Government \*Low Income Groups, State Agencies, \*Studen Financial Aid, Welfare Agencies, \*Welfare Recip

"Low Income Groups, State Agencies, "Student Financial Aid, Welfare Agencies, "Welfare Recipients Identifiers—"Aid to Families with Dependent Children, Massachusetts
Strategies for helping recipients of Aid to Families with Dependent Children (AFDC) benefits to pursue postsecondary education are considered, based on a review of activities in Massachusetts and supplemented by findings about 11 other states and the District of Columbia. College financial aid officers, state aid agencies, and Educational Opportunity Centers were contacted, including resource people in states where either county or state offices administer AFDC. Also included were states that operate Work Incentive Demonstration Programs and/or "workfare" programs as part of AFDC. The strategies are grouped into the following categories developing effective communication with agencies administering AFDC programs, sesisting AFDC recipients in negotiating job search, work, and other AFDC requirements that can conflict with enrollment in postsecondary education; influencing the way student financial aid is treated in the calculation of income and resources by AFDC agencies, assisting AFDC recipients in securing child care; helping AFDC recipients understand the complexities of student financial aid and AFDC programs; and staying abreast of regulations and administrative procedures in AFDC that may affect the way recipients enrolled in postsecondary are treated. (SW)

ED 276 336 HE 019 832

ED 276 336

Taylor, Hugh
Grade Reporting Systems among Canadian Universities: A Tower of Babble.

Pub Date—2 Jun 86

Note—15p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education and the Canadian Association for Educational Psychology (Winnipeg, Manitobs, Canada, June 2, 1985).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MP91/PCD1 Plus Postage.

Descriptors—\*Academic Records, Articulation (Education), Comparative Analysis, Foreign Countries, "Grades (Scholastic), "Grading, Higher Education, Undergraduate Study Identifiers—"Canada

The diversity of grade reporting systems at the

Higher Education, Undergraduate Study Identifiers—Canada
The diversity of grade reporting systems at the undergraduate level was studied at 24 of Canada's lergest universities. The survey included Bagish-speaking universities in all provinces. The grade reporting systems were divided into two main groups: those that report percentage equivalents of various grades (9 universities); and those that report qualitative and/or numerical equivalents of different grades (10 universities). Five universities of entire of the first group have different reporting systems. Similarly, none of the 10 universities of the second group uses precisely the same qualitative/numerical equivalents. It is concluded that the lack of a common reporting system decreases effective communication in the educational system. It is proposed that a Canadian University Grade Reporting System be adopted to improve processing of student transcripts and decision-making related to both scholarship swards and to undergraduate and graduate admission procedures. This system would use a letter grade scale consisting of 12 categories (i.e., the four letters A-D, along with plus and minus affixes with accompanying numerical equivalents from 1 to 12. For example, A + would have the equivalent of 1. (SW)

PAR 270 357

PAR 2

mout).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—10 Feb 86

Note—123p; Serial No. 99-112

Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

Pub Type— Legal/Legislative/Regulatory Materials (090) EDRS Price - MF01/PC05 Plus Postage.

EDRS Price - MF01/PC05 Plus Poetage.
Descriptors—Access to Education, Budgets, Colege Students, Credit (Finance), Educational Finance, Eligibility, Federal Aid, "Federal Legislation, "Financial Aid Applicants, Financial Policy, "Government School Relationship, Hearings, "Higher Education, Policy Formation, "Public Policy, "Student Financial Aid, Student Loan Programs

ings, "Higher Education, Procey Pormation," Public Policy, "Student Financial Aid, Student Loan Programs Identifiers—Congress 99th, Debt (Financial), "Higher Education Act 1965, Pell Grant Program, Reagan Administration, Vermont, In 1986 are presented in Burlington, Vermont, in 1986 are presented. Included is Vermont's unified position concerning the relative merits of House and Senate versions of the Higher Education Act. In Vermont, a special committee composed of representatives from all sectors of higher education monitored the Reauthorization Act. It is noted that there has been greater reliance on loan programs and that the value of Pell grants has dropped by 26% in the last 5 years, because of the effects of the consequences of the Gramm-Rudman-Hollings act and current budget proposals. It is argued that the Reagan Administration's student aid proposals would eliminate or reduce awards for over 3 million students, whose only alternative source of assistance would be loans carrying a significantly higher burden of debt. Loan availability would be drastically curtailed, however, if the proposed Guaranteed Student Loan changes cause lenders to pull out and collapse the program. Twelve categorical support programs would be eliminated by recisions in the current fiscal year (FY) 1916 budget, and no funds would be requested for them in FY 1987. Suggestions are offered concerning eligibility for Pell grants and program administration. (SW)

ED 276 338 HE 019 834

ED 276 338

Bender, Timothy A.
Classroom Feedback and Students' Ability Level.
Pub Date—Apr 86
Note—16p; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, April 16-20, 1986).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Ability Grouping, \*Answer Keys, Educational Research, Error Patterns, \*Feedback, Higher Education, \*Multiple Choice Tests, \*Review (Reexamination), Undergraduate Students

dents
The effect that student ability level has on receiv-The effect that student ability level has on receiving feedback following classroom tests was studied. Forty-four undergraduates enrolled in four educational psychology classes were assigned to low or high ability groups based on their total score from the first four exams. Two classes were trained in a feedback technique, and the remaining two classes served as the control. One class meeting following each exam was used as a feedback session. All students were given their scored answer sheets and a copy of the exam and asked to review their exam. Students were told to first review items they answered increasely. Students were told to first review items they answered incorrectly and to search the text and their swered incorrectly and to search the text and their notes for the correct answer. They were then to review items they answered correctly and to review the text concerning items about which they were uncertain. Students in the control sessions were told to review their exams until they were satisfied. All students were administered the same multiple-choice semester tests and the final, which consisted of 40 repeated items, 20 verbatim and 20 paraphrased items, and 10 new items. Only data concerning the 40 repeated items were analyzed. Attention was directed to: the number of correct responses; types of errors for the verbatim and paraphrased items, and new perseverative, and different error patterns. Findings are discussed. (SW)

ED 276 339 HE 019 835 ED 276 359
Shingleton, John D. Scheetz, L. Putrick
Recruiting Trends 1986-87. A Study of 761 Businesses, Industries, Governmental Agencies, and
Educational Institutions Employing New College Graduates.
Michigan State Univ., East Lansing. Placement Ser-

Pub Date-2 Dec 86

Note-112p.

Available from-Placement Services, Michigan

State University, East Lansing, MI 48824-1113 (\$25.00).

State University, East Lansing, MI 48824-1113 (\$25.00).

Pub Type— Numerical/Quantitative Data (110) —
Reports - Research (143)

EDBS Price - MF01 Pins Postage. PC Not Available from EDRS.
Descriptors—Business, \*College Graduates, \*Employment Opportunities, Higher Education, Industry, \*Labor Market, Majors (Studenta), Occupational Surveys, \*Recruitment, \*Salaris, Specialization, Trend Analysis
Information on job market trends for 1986-87 college graduates is presented in narrative summaries and statistical tables. A survey of a cross-section of 761 employers from business, industry, government, and education explored: trends in hiring, hiring quotas and the influence of the organization size, demand for various majors, job svalishility by geographical region, expected starting salaries, campus recruiting activities, and other related topics. It was found that new college graduates will find the market more competitive, since employers expect to hire 2-4% fewer bachelor\* degree candidates. Starting salaries are expected to average \$21,815 for bachelor degree graduates, \$326,628 for master's degree graduates, and \$30,754 for those with a Ph.D. Demand for different majors include: hotel, restaing/asles (2-2%); education (1.7%); electrical engineering (1.2%); reating (0.9%); computer science (0.9%); accounting (0.8%); and financial administration (0.8%). The greatest employment opportunities for new graduates are in the Southesst and Northeast, followed by the Southeast, the North Central, and South Central states. A list of employers responding to the survey is appended.

ED 276 340
Bender, Timothy A.
Introductory Psychologr Extra Credit. HE 019 836 ology Grades and Volunteers

For Extra Credit.
Pub Date—Apr 86
Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement Need, \*College Students, \*Grades (Scholastic), Higher Education,
\*Incentives, Introductory Courses, Psychology,
\*Research Projects, \*Student Participation, \*Stu-

"Research Projects, "Student Participation, "Student Volunteers Identifiers—"Extra Credit

The motivation of students to volunteer to participate in research studies was explored in two studies. The first study explored the motivation of 300 introductory psychology students at a large midwestern university to volunteer for research participation when one exam point was offered for each hour of participation. Study two, which was conducted at a different university, also offered extra credit for participation and elicited students reasons for volunteering and information on their grade point average and expected grade in introductory psychology. Students who participated did not appear to differ in demographic variables from nonparticipants, but there were differences in grades attained by participants and nonparticipants. Volunteers in the extra credit incentive system appeared to be mostly the top students and students who are motivated by grades that are perceived as being low. More stutop students and students who are motivated by grades that are perceived as being low. More stu-dents who did not need the credit to attain a high grade participated in research anyway. Since stu-dents with high motivation to achieve may partici-pate in research more than students with low achievement motivation, the generalizability of re-search findings may be limited. It is noted that extra credit for research participation may also be a source of grade inflation. (SW)

HE 019 837 ED 276 341 Lucas, John A., Ed.
The Adult Learner: Four Aspects.
Association for Institutional Research.
Pub Date—86 Note-8p. Available from

Note-8p.
Available from—Association for Institutional Research, 314 Stone Building, Florida State University, Tallahasaee, FL 32306.
Journal Cit.—AIR Professional File; n27 Fall 1986
Pub Type— Collected Works - Serials (022) —
Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Academic Achievement, "A Students, College Attendance, "College Stude Credit Courses, "Enrollment Projections, But ment Trends, "Followup Studies, Higher Edi-tion, Institutional Research, "Market Noncredit Courses, Nontraditional Students, I dictor Variables, Research Methodology, search Needs, Student Characteristics, Stud-Recquirent

search Needs, Student Characteristics, Student Recruitment Identifiers—Broward Community College FL, State University of New York Coll at Brockport Topics conoctaing the adult learner that are relevant to institutional researchers are addressed in four articles: marketing, predicting success for adult students, enrollment projection, and follow-up studies of adult learners. In "institutional Research in Support of Marketing the Adult Student," Lydis Jurand notes the importance of identifying characteristics of adult learners that differ from the traditional-age student, as well as the use of demographics in assessing an adult audience. George D. Kuh and Larry W. Cracraft identify variables related to adult learner success and make suggestions for further research in "Predicting Adult Learners" Success in Higher Education." A study that examined the participation patterns of adult carmers Relevance to Enrollment Management" by Jill F. Campbell, Doe Hentschel, and Louis M. Spiro. Bi-forts of the State University of New York at Brockport to increase adult enrollment are also briefly noted. Finally, Mantha Vishos Mehallis's article, "Following Up the Adult Learner," describes the student follow-up system at Broward Community College in Pt. Lauderdale, Florida. The need to use nonconventional methods for follow-up surveys of nontraditional students is addressed. (SW)

HE 019 838

nontraditional students is addressed. (SW)

ED 276 342

HE 019 838

McCollester, Charles W.

A Survey of Graduates' Future Plans.

Pub Date—[86]

Note—11p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Academic Aspiration, "College Graduates. Employment, Graduate Study, "Graduate Surveys, Higher Education, Information Needs, Military Service, "Occupational Aspiration, Professional Education, "Research Utilization, Student Characteristics

Identifiers—"University of Notre Dame IN

The University of Notre Dame IN

The University of Notre Dame's survey of post-graduation plans and use of the information by administrators are discussed. The survey is administrated in the spring before graduation and requires 10-15 minutes to complete. It begins with information on ethnic background, sex graduating major, freshman intent, second major, grade point average, and degree. Respondents indicate future plans, including medical or dental studies, other graduate studies, entering the labor market, temporary service with the military or a volunteer service agency, law studies, or undecided. An additional 31 questions are included in a values survey, with Likert-type response options, that measure how much impact the Notre Dame experience has had on its students in the social, religious, and ethical area to the survey is its anonymity. Information derived from the survey is its anonymity. Information derived from the survey includes: tracing the response pattern by the degree received, or by other student variables; reporting the average salary of graduates who obtain jobs; reporting changes occurring in the pattern of future plans (i.e., whether more people are "suning to attend medical achool than in the patt, and seeing how women and minorities fare in the job market and in graduate or professional studies. Additional uses of the data are covered. (SW)

HE 019 83
Simmons, Howard L. And Others
Involvement and Empowerment of Minorities and
Women in the Accrediting Process: Report of a
National Study. National Study. State and Regional Higher Education Center, Flor-

Pub Date-Nov 86

Pub Date—Nov 80
Note—94p.
Pub Type—Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Accreditation (Institutions), "Accreditage Agencies, Administrative Policy, Career
Ladders, "Consultants, "Females, Higher Educa-

\*Minority Groups, National Surveys, \*Par-nt Satisfaction, \*Power Structure, Profes-Personnel, Questionnaires, Self Evaluation pant a

sional Personnel, Questionnaires, Self Evaluation (Groups)

The participation of minorities and women in the accrediting process was examined in a national study, based on the perspectives of the accrediting agencies, the member institutions, and active participants in the process. Accrediting agencies belonging to the Council on Postsecondary Accreditation provided names of colleges that conducted a self-study in a 3-year period. Survey instruments were sent to the accrediting agencies and a sample of the colleges. Women and minorities who had been identified by the institutions were also surveyed to determine their experiences in the accrediting process as well as perceived or actual empowerment derived from such participation. Findings included: better data on the participation of minorities and women in accreditation are needed, 59% of respondent colleges viewed participation in accreditation as being prestigious and as an enhancer of professional mobility, and nearly all individual participants indicated that involvement had resulted in some form of empowerment; all but three of the accrediting agency policy-making boards reported female representation, while 12 agencies reported no minority board membership. Additional findings and recommendations to accrediting agencies, colleges, and participants are provided, along with the survey questionnaires.

(SW)

HE 019 840 ED 276 344

Hodgkinson, Harold L.
California: The State and Its Educational System.
Institute for Educational Leadership, Washington, DC

D.C.
Report No.—ISBN-0-937846-90-2
Pub Date—86
Note—16p.
Available from—The Institute for Educational
Leadership, 1001 Connecticut Avenue, N.W.,
Suite 310, Washington, DC 20036.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.
Descriptors—Academic Persistence, Age Groups,
\*Articulation (Education), Demography, Disadvantaged, Economic Climate, \*Educational Quality, Elementary Secondary Education,
Enrollment Trends, High Risk Students, Minority
Groups, Population Trends, Postsecondary Education, \*Public Colleges, \*Public Schools, \*State-wide Planning

Groups, Population Trends, Postsecondary Education, "Public Colleges, "Public Schools, "State-wide Planning Identifiers—"California and its educational system are presented, with attention to population trends, the proportion of ethnic residents, the age distribution, median family income, the economy, achool enrollments and completion rates, and college attendance and graduation. Notable findings/conclusions include: 15% of Californians were born in another country; many of Californians were born in another country; many of California's children are born into poverty, into homes where no English is spoken, or without two caring parents; a majority of Californians will be Black, Asian-American, Native American, and Hispanic shortly after the year 2000; public school quality, as measured by achievement test acores, has dropped during more than a decade, as have most measures of school funding; the quality of California higher education (community college, state university, University of California) are not currently functionate to increase the participation of minority groups in higher education, particularly in terms of the transfer function from one level to the next; the state needs to pay more attention to the entire education, as well as the transfer function in higher educational system and how each level affects the others; particularly important are preschool and junior high, as well as the transfer function in higher education. (SW)

HE 019 841 No Ivory Tower: McCarthyism and the Universi-

ties. Report No.—ISBN-0-19-503557-7 Pub Date—18 Sep 86

Note—137p.

Available from—Oxford University Press, 200

Madison Avenue, New York, NY 10016
(\$20.95). Pub Type- Books (010) - Historical Materials

(060)
Occament Not Available from EDRS,
Descriptors—"Academic Freedom, Administrators, "College Faculty, "Communism, "Government School Relationship, Higher Education,
Intellectual Freedom, "Political Influences,
"Teacher Dismissal, Teacher Rights
dentifiers—Blacklists, McCarthy (Joseph), "Mc-

"Teacher Dismissal, Teacher Rights Identifiers—Blacktists, McCarthy (Joseph), "McCarthyism on U.S. colleges are considered, with a focus on the response of administrators and faculty members to the anti-Communist furor of the 1940s and 1950s. Perspectives on McCarthyism as a political process are offered, along with an explanation of how it gained so much power. McCarthyism is seen as having two stages: the objectionable groups and individuals were identified; then, they were punished, usually by being fired. It is argued that U.S. colleges would not have purged their left-wing faculty members during the McCarthy era without pressures from outside. Chapters cover: the development of academic freedom, 1886-1918; academic Communists in the 1930s and 1940s; political repression of academic radicals, 1932-1942; the exclusion of Communists from academic life after World War II; higher education's early response to congressional investigations and right-wing attacks; congressional committees, unfriendly witnesses; and the academic ommunity; investigating committees and academic ommunity; investigating committees and academic ommittees in the spring of 1953; academic community investigating committees and academic ommittees in the spring of 1953; academic ommittee and unfriendly witnesses; the quieter dismissals of left-wing teachers; the academic blacklist in operation; coping with the academic blacklist; and the failure of the academic profession to defend its members against the anti-Communist purges. (SW)

ED 276 346

HE 019 842

members against the anti-Communist purges. (SW)
ED 276 346
Ford, Jerry
Houston Baptist University Academic Advising
Hamfbook, 1986-1987.
Houston Baptist Univ., TX.
Pub Date—\$6
Note—1159.
Pub Type— Guides - Non-Classroom (055) —
Tests/Questionnaires (160)
EDRS Price - MFDI/PCBS Plus Postage.
Descriptors—\*Academic Advising, Academic Probation, Athletes, \*Church Related Colleges, \*College Students, Departments, Education Majors, \*Faculty Advisers, Foreign Students, Higher Education, Low Achievement, Mathematics, Music, Notetaking, Questionnaires, Religious Education, Student Financial Aid, Student Problems, Study
Skills, Time Management
Identifiers—\*Houston Baptist University TX
A handbook for academic advising, roles of academic advisers, behavioral objectives, limitations of academic adviser, adviser behaviors, advisement strategies, legalissuse regarding academic advising, advising students receiving federal aid, advising the student staklete, advising international students, advising music students, advising students taking the English proficiency examination, English placement guidelines, academic program requirements of Smith College of General Studies, and advising preseminary students. Included are articles about advising and resource materials, such as The Advisor Perception Inventory and results for spring 1986, study tips for the learner, a list of errors leading to academic probation and possible volutions, a checklist on low-achieving advisees, information on taking lecture notes, suggestions on time planning, and a list of advanced-level general electives. A four-page bibliography is appended.

ED 276 347

HE 019 843

ED 276 347

HE 019 84:
Gill, Wanda E.
The Need for a Special Services Project at Bowie
State College in 1986.
Pub Date—86
Note—60p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Black Colleges, Black Students
"Developmental Studies Programs, Disabilities
Economically Disadvantaged, Enrollmen
Trends, Higher Education, "High Risk Students

Document Resumes

Low Income Groups, Needs Assessment, "Remedial Programs, School Holding Power, "State Colleges, Student Attrition, Student Development, Study Skills, Tutoring, White Students Identifiers—Bowie State College MD, Special Services for Disadvantaged Students Information on Bowie State College (Maryland), its students, and the performance of participants in the Special Services Project is presented to demonstrate a need for the project in 1946. After briefly describing the college and its goals, a literature review addresses the need for special services for specific student groups. Bowie State College has historically served low-income, black, first-generation college students and the disabled. The Bowie State College's Special Services for Disadvantaged Students Project has served students who have special needs generated by poverty, lack of adequate role models, poor acadeemic skills, inadequate social and personal skills, learning disabilities, and physical disabilities. Data are provided on: student attrition by entering class, 1975-1984, including the graduation rate for Special Services participants; headcount enrollment, 1975-1985; undergraduate and graduate student enrollment by race; student enrollment by age; residency of full-time and part-time undergraduates; credit hours of enrollment by discipline for 1985-1986; degrees awarded during 1964-1985; the number of dependent and independent undergraduates by income range; and Scholastic Aptitude Test scores (for Bowie, the state average, and the national average). (SW)

ED 276 348

EAU 2/10 348

Corder, Jim W.

Why Dease, Chairmen, and Other Rascals Sometimes Seem (and Maybe Are) Uncreative.

American Association for Higher Education, Washington, D.C.

Pub Date—Oct 86

Note: 4

Note-4p. Available from vailable from—American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036.

Available from —American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036.

Journal Car.—AAHE Bulletin; p8-9 Oct 1986

Pub Type — Opinion Papers (120) — Journal Articles (180)

EDRS Price - MF0L/PC01 Plus Postage.

Descriptors — Administrator Responsibility, "College Environment, "Creativity," Deans, "Department Heads, Financial Problems, Higher Education, "Innovation, Motivation.

Reasons why it is difficult for deans and department heads to be creative are identified. While some deans and department heads are not creative thinking and acting, others are creative but their creativity is not readily discernible. Their work is often slow and undramatic, consisting of tasks such as gradual position reallocations and shifts of graduate stipends. However, some deans and chairpersons resist change because they think change is wrong. A very important reason that deans and chairpersons often seem uncreative is that some universities or divisions within universities are not financially healthy. Frequently, deliy life in a college or department is being frugal and maneuvering because there is not enough money to retain staff and maintain equipment. A dean or department head may be creative in keeping a unit from disintegration, but this creativity may not be evident by viewing the unit/department from the outside. A great deal of an administrator's time is devoted to attending meetings, which are necessary and valuable but disadvantageous to creativity. In addition, a department head with a visionary plan and a clear operational procedure may not be able to get the enthusiasm of faculty or the approval of supervisors.

ED 276 349

Skom, Edith
Plugiarism: Quite a Rather Bad Little Crime.
Pub Date—Oct 86 HE 019 845

Pub Date—Oct so
Note—6p.
Available from—American Association for Higher
Education, One Dupont Circle, Suite 600, Washington, DC 20036.
Journal Cit—AAHE Bulletin; p3-7 Oct 1986
Pub Type—Journal Articles (080) — Opinion Papers (120)

MP01/PCD1 Plus Postage.

Pub 1 ypepers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Cheating, Citations (References),
Higher Education, "Intellectual Property, "Moral
lasues, "Plagiarism, "Writing (Composition)
Perspectives on plagiarism are offered by a university writing teacher, who also gives examples from

students' papers. A number of plagiarists genuinely do not understand that they are plagiarising; they do not understand the basics of footnoting or when it is required. While identifying a piece of writing as plagiarism may be easy, finding the source is not always simple, and evidence is required to show the student's guilt. Responses to plagiarists may vary from no punishment to turning all plagiarists in to the dean, or treating individual cases differently. It is noted that while the university community speaks strongly against plagiarism, it does not always follow through on the principles it advocates. A handout on plagiarism at Northwestern University identifies two major reasons for citing sources: to give the credit that is due the writer whose ideas are used; and to provide references for the reader who wants to pursue the subject further. However, some scholarly books are scarce with footnotes: a writer may cite references only when using quotes and not when paraphrasing. At times, references are almost impossible to find, since they are not numbered, nor is there a list of works cited. Finally, teachers might be more scrupulous about acknowledging lecture and handout sources, even verbal sources. (SW)

HE 019 846

ELV 276 350 HE 019 846
Rucker, Lance M.
Performance Simulation: The Method.
Pub Date—Apr 86
Note—22p; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

ing of the American Educational Research Association (67th, San Francisco, CA, April 16-20,
1986).
Pub Type— Guides - Clasaroom - Learner (051) —
Reports - Descriptive (141) — Speeches/Meeting
Papera (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Clinical Teaching (Health Professions), Dental Schools, "Dental Students, Higher
Education, "Performance Factors, "Psychomotor
Objectives, "Simulated Environment, "Skill Development, Teaching Methods
A logical, performer-based approach to teaching
psychomotor skills is described. Four phases of surgical psychomotor skills training are identified, using an example from a dental preclinical training
curriculum: (1) dental students are acquainted with
the postural and positional parameters of balanced
psychomotor skills in a setting that stimulates
an optimal operational setting regarding spatial dimensions, tissues, and perceptual features (e.g.,
aight, acund, amell); (3) students apply the basic
skills in an optimal clinical setting that is consistent
with their preclinical setting; and (4) students apply
their knowledge of postural and positional parameters (performance logic) to nonideal operational settings so they can learn to adapt equipment to their
meds as human operators. The example from dental
training is the surgical cutting of dental hard tissues
with a high speed sid turbine handpiece. The following steps are involved: specifying parameters in numerical terms for both task end product and process;
confirming parameters plus performance
practice, evaluating the targeted tooth, cutting simulated tissuess in the simulation setting, evaluating the teaground process and product.
Worksheets and diagrams that illustrate these steps
are included. (SW)

ED 276 351 HE 019 847

ED 276 351

Gruppen, Larry D. And Others
Looking for Heise Physicians' Strategies for Supplementing Knowledge When Confronting Challenging Problems.

Pub Date—Apr 86

Note—7p., Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PCBI Plus Postage.

Descriptors—Pamily Practice (Medicine), Higher Education, "Information Seeking, Information Sources, Internal Medicine, "Medical Education, "Medical Evaluation, "Physicians, Postdoctoral Education, Primary Health Care, Problem Solving, "Professional Continuing Education Information seeking strategies that primary care physicians use to supplement their knowledge in problem solving were studied to help tailor continuing medical education (CME) courses for various groups of physicians. Of interest were: the sequences physicians use to access different sources, variability among physicians in information search patterns, relative frequency different choice sequenterns, relative frequency different choice sequenterns.

ces are used, differences in information seeking between primary care physicians in internal medicine and family practice, and links between strategies and preferences for CME formats. A total of 98 internists and 73 family practitioners identified the first and second information sources they would use when faced with a difficult medical problem for which they were uncertain of the answer. Physicians also indicated on a seven-point scale how often each of six information sources typically gave the answer needed. Respondents also provided information on demographics, specialty, board certification status, CME attendance in the past year, and CME preferences. An overall pattern emerged: the initial information source choice was either textbooks or journals, followed by informal discussion with coleagues, consultation with community specialists, consultation with outside specialists, and transfer of the patient to another physician. (SW)

ED 276 352

HE 019 849

Pruit. Anne S.
Colleagues as Sources of Evidence and Evaluators
of Teaching Performance in Personnel Decisions.
Pub Date—Apr 86
Note—13p; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

ing of the American Educational Research Association (67th, San Francisco, CA, April 16-20,
1986).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (130)
EDRS Price - MF91/PC01 Plus Postage.
Descriptors—College Paculty, Employment Practices, "Faculty Evaluation, "Faculty Promotion,
Higher Education, Instructional Materials, Observation, "Peer Evaluation, "Faculty Promotion,
Higher Education, Instructional Materials, Observation, "Peer Evaluation, "Fersonnel Policy,
Professional Recognition, Research Skills, Schoarship, Teacher Effectiveness, Teaching Skills,
"Tenure, Writing for Publication
Identifiers—Ohio State University
Peer review of college faculty is discussed from
the perspective of an administrator who reviews
promotion and tenure documents at the central university level. Attention is directed to the rationale
for peer review, qualities of an effective teacher,
sources of information available to colleagues, an
example of a peer review system at The Ohio State
University's (OSU) Faculty of Management and
Human Resources, and a suggestion for needed research. At OSU, faculty are advised to base their
opinions of colleagues on: (1) visiting classes and
lectures presented to the public or professional societies; (2) review of documents such as syllab, term
papers, reading lists, and examinations; (3) development by the candidate of new and effective techniques of instruction and instructional materials; (4)
review of publications by the candidate on the
teaching of appropriate discipline in respected journals devoted to pedagogy; (5) recognitions or
awards for distinguished teaching; and (6) review of
the opinions of graduates who have achieved professional success, and the number and caliber of students guided in research by the candidate. A
primary concern is that the information or candidates be valid and reliable, and that the process is
fair. (SW)

ED 276 353

HE 019 850

ED 276 353

Nerad, Maresi
University Admission Requirements and Secondary School Graduation. Achievement in Five Industrialized Countries: What Can We Learn from the Comparison?

Pub Date—Feb 86

Note—36p; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

1986).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MFDI/PC02 Plus Postage.

Descriptors—Academic Standards, Access to Education, \*Admission Criteria, \*Articulation (Education), \*College Admission, College Entrance Examinations, \*Comparative Education, Governance, \*Government School Relationship, \*Gradwalton Requirements, Higher Education, High Schools, Language Skills, Mathematics Skills, National Competency Tests, School Organization, Sciences

Skills, National Competency Tests, School Orga-nization, Sciences
Identifiers—France, Japan, United States, USSR, West Germany
University admission requirements and achieve-ment levels at the time of secondary school gradua-tion are compared for five countries: the United States, the Soviet Union, France, Japan, and West

Germany. Emphasis is placed upon the structural and cultural differences in the educational systems of these countries. In addition to college admission requirements for each country, attention is directed to high school graduation requirements in mathematics, science, and foreign languages. Included are case studies of high school exit examinations. An important difference between the United States and the other four countries is the greater accessibility of secondary schools and colleges in the United States. In contrast to the United States, the other four industrialized countries view education as having the function of awakening the student's sense of participation in, and relationship to, a national community and national tradition. The Soviet Union, France, and Japan have highly centralized educational systems in which important decisions are made at the national level. Only West Germany has a mixed regional and state central system. In the other four countries, access to higher education is controlled by national examinations that are based on national academic standards. Numerous tables and a four-page bibliography conclude the document. (SW)

and a four-page bibliography conclude the document. (SW)

ED 276 354

HE 019 851

Clark, Carole E.

Comparison of the Student Credit Hours Generated, Average Course Loads, Grades Earned, and Withdrawals from Courses Accompanying Change from the Term to the Semester Academic Calendar at Central Missouri State University.

Pub Date—Oct 86

Note—17p.; Paper presented at the MIDAIR Conference (Kansas City, MO, October 9-11, 1986).

Pub Type—Reports-Research (143)—Speeches/Moeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—"Administrative Change, "College Credits, College Students, Full Time Students, "Grades (Scholastic), Higher Education, Part Time Students, "School Schedules, "Semester System, State Universities Identifiers—"Central Missouri State University, Class Drops, Course Load

Effects on students of changing from the term to the semester academic calendar at Central Missouri State University (CMSU) were studied. Attention was directed to changes in average student credit hours generated, course load, grades earned, and classes dropped per students. Undergraduate and years after the calendar change. Term systems are based on three 10-12 week terms per year, while semester systems are based on two 15-18 week semesters. Under the term system, undergraduate students at CMSU were classified as full-time if they carried at least eight credits per term; graduate students need nine credits her term; graduate students need on two credits per term; graduates students need on the credits per term in graduates sudents need on the proportion of full-time to part-time students. The undergraduate divisions aw decre

semester system. (SW)

ED 276 355

HE 019 852

Facilities Inventory and Utilization Study, Fall of 1985, for the State of North Carolina. Higher Education Comprehensive Planning Programs. Nineteenth Edition.

North Carolina Commission on Higher Education Facilities, Chapel Hill.

Pub Date—Sep 86

Note—2059.

Available from—State Commission on Higher Education Facilities, University of North Carolina—General Administration, 910 Raleigh Road, P.O. Box 2688, Chapel Hill. NC 27515-2688.

Pub Type—Numerical/Quantitative Data (110) — Reports—Descriptive (141)

EDRS Price—MP01/POD Plus Postage.

Descriptors—Accessibility (for Disabled), Capital Outlay (for Fixed Assets), Casarcoms, \*College Buildings, Community Colleges, \*Facility Utilization Research, Higher Education, \*Institutional Characteristics, Private Colleges, Public Colleges, \*Space Utilization, \*State Surveys

Identifiers—"North Carolina
Results of the 1985 North Carolina Higher Education Facilities Inventory and Utilization Study are presented, based on data for 114 colleges. Tabular data and narratives appear under four topics utilization of instructional space, interior space characteristics, building characteristics, and accessibility of facilities to the mobility impaired. Statistics for private institutions are shown by group (major research universities, general baccalaureste colleges, and junior colleges), while data are provided for individual state colleges and universities. Information is included on: capacity/enrollment ratio, sevently one of student stations in clasercomes and class laboratories, and average weekly zoom hours of instruction in clasercomes and class laboratories, and average weekly use of student stations in clasercomes and class laboratories. Interior space characteristics and accessibility for the mobility impaired are covered for the following subprograms: instruction, research, and public service; academic support; student services and physical plant operations; and institutional administration and independent operations. Additional information covers: building ownership, capital investment for residential and nonresidential buildings, the condition of buildings, and estimated cost to renovate or replace buildings. A general index and institutional index are included. (SW)

HE 019 854 ED 276 356

D 2/9 Sieven F., Ed. trategies for Active Teaching and Learning in University Claserooms. A Handbook of Teaching Strategies. dinnesota Univ., Minneapolis. pons Agency—Northwest Area Foundation, St.

University Classrooms. A Handbook of Teaching Strategies.

Minnesota Univ., Minneapolis.

Spons Agency—Northwest Area Foundation, St. Paul, Minn.

Pub Date—36

Note—100p; Developed by the University of Minnesota faculty.

Pub Type—Collected Works - General (020) —

Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MP01/PC04 Plus Postage.

Descriptors—"Claseroom Techniques, Cognitive Ablity, \*College Instruction, Debate, Group Activities, Higher Education, High Risk Students, Large Group Instruction, "Jearning Activities, Microcomputers, Primary Sources, Problem Solving, Role Playing, School Community Relationship, Simulation, "Student Participation, Teaching Assistants, "Teaching Methods developed by faculty to involve students in the classroom are described in 13 articles, based on the experience of University of Minnesota Methods developed by faculty to involve students in the classroom are described in 13 articles, based on the experience of University of Minnesota faculty in the Northwest Area Program on Active Learning, Each article considers how to get started, sample applications of the method, challenges and how to deal with them, rewards, and where to get help, Article titles and authors are as follows: "Using Primary Sources in the Classroom" (Risine Tyier Mys); "Introducing Active Learning Conceptual and Practical Problems" (William R. Charlesworth); "Cooperative Learning Goutroversy in the Classroom" (Deborah Deemer); "Jaing Active Learning Integral Canadomy (Thomas F. Rising Controversy in the Classroom" (Deborah Deemer); "Jaing Active Learning Teaching Assistants to Use Active Learning Controversy in the Classroom" (Deborah Deemer); "Teaching Problems Solving Skillis (Bert E. Fristeeth); "Teaching Controversy in the Classroom" (Deborah Deemer); "Teaching Problems Solving Skillis (Bert E. Fristeeth); "Teaching Controversy in the Classroom (Deborah Deemer); "Graching Controversy in the Classroom (Deborah Deemer); "Graching Controversy in the Classroom (Deborah Deemer); "Grachi

ED 276 357

Guide to Programs Administered by Office of Higher Education Programs and Fund for the Improvement of Postsecondary Education. Office of Postsecondary Education (ED), Washington, DC.
Pub Date—87
Note—43p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—9Ancillary School Services, College Attendance, Disadvantaged, Eligiblity, "Federal Programs, Fellowships, Government School Rela-ED 276 357 HE 019 856

tionship, Graduate Study, Grants, Higher Educa-tion, Improvement Programs, Incentives, \*Inter-national Education, Low Income Groups, \*Minority Groups, \*Postsecondary Education,

tionship, Graduate Study, Granta, Higher Education, Improvement Programs, Incentives, \*International Education, Low Income Groups,
\*Minority Groups, \*Postscondary Education,
Program Descriptions
Identifiers—"Fund for Improvement of Postsecondary Education, \*Office of Higher Education Programs of Programs supported by the Office of Higher Education Programs and three programs of the Fund for the Improvement of
Postscondary Education (FIPSE) are provided. In
addition to a brief statement of the scope of each
program, information is provided on eligibility, the
budget and average award amount, and where to
write for more information. The FIPSE programs
are the Lectures Program, the Comprehensive Program, and the Community Services and Student Financial Independence Program. Programs under the
Office of Higher Education Programs concern: student support services, institutional development,
incentive programs, and international programs.
The following Office of Higher Education Programs;
Strengthening Historically Black Colleges and Universities; Housing and Other Educational Facilities
Loans; Minority Support in Science and Engineering Program; Pstricia Roberts Harris Fellowships,
and Special Service Projects Program, Business International Education Program; Business International Education Program; Business International Education Program; Business International Education Program; Business
International Education Program; Business
International Education Program; Business
International Education Program; Business
International Fording Populary Centerry, Talent Search; Upward Bound Program; Law
School Clinical Experience Program, Business
International Education Program and International
Research and Studies Program. (SW)

ED 276 358

ED 276 358

Zikopoulos, Marianski, Ed. Julian, Alfred C., Ed.
Open Boors: 1945/86. Report on International
Educational Exchange.
Institute of International Education, New York,
N.Y.

N.Y.
Spons Agency—United States Information Agency,
Washington, D. C.
Report No.—ISBN-87206-146-9
Pub Date—86
Note—1719.—Institute of International Education, 809 United Nations Plaza, New York, NY
10017.

Available from—Institute of International Education, 809 United Nations Plaza, New York, NY
10017.

Pub Type— Numerical/Quantitative Data (110) —
Reports - Descriptive (141) — Tests/Questionmaires (160)

EDRS Price - MPUI/PCU7 Plus Postage.
Descriptors—Educational Background, "Enrollment Trends, Foreign Countries, "Foreign Students, "Geographic Distribution, Higher
Education, "Intensive Language Courses, "Intermational Educational Bachange, Majors (Students), National Surveys, Private Colleges,
Questionnaires, State Colleges, "Student Characteristics, Two Year Colleges and Countries that
each of the 1985-1986 census of foreign students in the United States are provided on: the number of students from regions and countries that sent
the largest groups of foreign students to the United
States, personal and scademic characteristics of students; distribution of students by region and state;
attendance at two-year and four-year institutions, as
well as public and private colleges; institutions with
the most foreign students; foreign student characteristics by academic level; expenditures for living
costs; and intensive English language programs. Appendices provide information on: foreign student
by region (extrapolated count, base numbers, percentage distribution, and percentage change); detailed field of study categories; codes for countries
by region and subregion; states within U.S. regions;
and foreign student colleges, foreign Students
and a sample questionnaire are provided. (SW)

ED 276 359

HE 019 858

ED 276 359

ED 270 309
Poulin, Russell And Others
Pall 1986 Euroliments, North Dakota Institutions
of Higher Education.
North Dakota State Board of Higher Education,

Pub Date—Nov 86 Note—70p.

Available from—North Dakota State Board of Higher Education, Biamarck, ND 58505. Pub Type—Numerical/Quantitative Data (110) EDRS Price - MP01/POB Plus Postage.
Descriptors—College Credits, College Students, "Euroliment Trends, Full Time Equivalency, "Full Time Students, Full Time Equivalency, "Full Time Students, Full Time Equivalency, "Full Time Students, Full Time Students, Place of Residence, Public Colleges, State Colleges, State Time Students, "Place of Residence, Public Colleges, State Colleges, State of Colleges, State Colleges, State of Colleges, State of Colleges, State Colleges, State Colleges, State of Colleges, State of Colleges, State Colleges, State Colleges, State of Colleges, State Colleges, State Colleges, State of Colleges, State Colleges, State of Colleges, State Colleges, and State Colleges Colleges, State Colleges, State Colleges, and State Colleges, State Coll

for each institution. (SW)

ED 276 360

The Tultius Booklet.
Association of Governing Boards of Universities and Colleges, Washington, D.C.
Pub Date—86

Note—7p.
Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (for up to 99) copies, 50 cents each; 1,000 to 4,999 copies, 40 cents each; 5,000 to 9,999 copies, 30 cents each; and 10,000 or more copies, 20 cents each; 2000 or more cop

Education, "Operating Expenses, "Student Costs, "Tuition
Identifiers—Paying for College
Concerns that students and parents have about college tuition are addressed. The first section, "Why Tuition Is Up," lists six reasons for high college costs and explains why these trends are not likely to change within the next few years. The next section, "What Colleges and Universities Are Doing about Rising Tuition," explains that tuition pays only part of what it costs an institution to educate a student and suggests ways to finance a degree. The concluding section, "Why Your Tuition Investment Is a Wise One," indicates that tuition is not merely an expense for something intangible but is a real investment in the future. The reasons offered for high tuition costs are as follows: (1) colleges are trying to compensate for faculty members' losses in real income; (2) costs over which colleges have no control are soaring; (3) colleges now are largely on their own in narrowing the technological gap with industry; (4) being nonprofit does not save higher education from paying taxes; (5) the higher costs of making capital investments put the pressure on colleges and universities; and (6) tuition revenues have had to cover a larger share of costs. It is noted that public institutions receive about 15% of their income from tuition, compared to 40% for private institutions. (SW)

ED 276 361

HE 019 860 ED 276 361 EAU A 70 - 504 FIE U19 860 Howard, Edrice, Ed. Specialized Study Options U.S.A., 1986-1988. A Guide to Short-Torm Educational Programs in the United States for Foreign Nationals. Volume 1: Technical Education. Second Edition.

Institute of International Education, New York,

pons Agency—United States Information Agency, Washington, D. C. sport No.—ISBN-87206-140-X

415p.; For an earlier edition, see ED 262

lable from-Institute of International Educa-n, 809 United Nations Plaza, New York, NY

Available from—Institute of International Education, 809 United Nationa Plaza, New York, NY 10017 (\$19.95).

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132) — Reports - Descriptors (141)

EDBS Pries - MF01/PC17 Plus Postage.

Descriptora—Continuing Education, Courses, Elisibility, Foreign Countries, Foreign Nationals, "Poreign Students, Housing, "International Education, Exchange, "Minicourses, "Noncredit Courses, Postsecondary Education, Professional Education, Foreign Student Financial Aid, Study Abroad, "Technical Education, "Vocational Education Information is provided on over 1,000 abort-term programs offered by United States universities, trade and technical schools, and other organizations that are open to or designed for non-U.S. students. The programs, which range from 2 weeks to 1 year in length, require only a high school diploma as a perequisite for enrollment. The programs are arranged alphabetically by 23 major fields of study, with general programs listed first, followed by subfields. The fields are: agriculture; architecture; are and ethnic studies; business; communications; computer sciences; education; engineering; home economics; industrial arts and trades; languages and literatures; law; liberal arts and general studies; library and information sciences, protective services; public administration; social sciences; mathematics; medicine and health services; philosophy and religion; physical sciences; protective services; public administration; social sciences; mathematics is listed alphabetically by the names of sponsoring institutions. For each program, information is provided on: sponsor's name, program intension is provided on: sponsor's name, program intension, methods of instruction, eligibility, cost, svailability of scholarships, type of housing offered, application, methods of instruction, eligibility, cost, svailability of scholarships, type of housing offered for sponsoring institutions, states, and fields of study. Appended is a list of 120

HE 019 861 ED 276 362

ME 019 861
Heward, Edrice, Ed.
Specialized Study Options U.S.A., 1986-1988. A
Guide to Short-Term Educational Programs in
the United States for Foreign Nationals. Volume
2: Professional Development. Second Edition.
Institute of International Education, New York,
N.Y.

N.Y.

N.1.
Spons Agency—United States Information Agency, Washington, D. C.
Report No.—ISBN-87206-141-8
Pub Date—86
Note—231p.; For an earlier edition, see ED 262

Report No.—13BN-57200-141-8
Pub Date—86
Note—231p.; For an earlier edition, see ED 262
673.
Available from—Institute of International Education, 809 United Nations Plaza, New York, NY
10017 (319.95).
Pub Type—Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132) —
Reports - Descriptive (141)
EDRS Price - MP01/PC10 Plus Pestage.
Descriptors—Courses, Eligibility, Foreign Students,
Higher Education, Housing, \*International Educational Exchange, \*Minicourses, \*Noncredit
Courses, Professional Associations, Professional
Continuing Education, \*Professional Development, Program Costs, Program Descriptions, Student Financial Aid, \*Study Abroad
Information is provided on nearly 500 short-term
professional development programs offered in the
United States that are open to or intended for
non-U.S. students. The programs, which range from
2 weeks to 1 year in length, require at least an associate's degree or a corresponding level of academic
or nonacademic study for admission. The programs
are arranged alphabetically by 23 major fields of
study, with general programs listed first, followed
by subfields. The fields are: agriculture; architecture; area ad ethnic studies; business communicaclones; computer sciences, education; engineering;
home economics; industrial arts and general
studies; library and information sciences; life sciences; mathematics; medicine and health services;
philosophy and religion; physical sciences; psychol-

ogy; psychiatry and psychotherapy; public administration; social sciences; and visual and performing arts. Within each section, the programs are listed alphabetically by the names of sponsoring institutions. For each program, information is provided on: sponsor's name, program title, subjects and unique program features, beginning and ending dates or duration of seasions, location of instruction, methods of instruction, eligibility, cost, availability of scholarships, type of housing offered, application deadlines, contact persons, program numbers, and program highlights. Indexes are offered for sponsoring institutions, states, and fields of study. Appended is a list of 120 professional associations, with addresses, that conduct 1-day or 2-day workshops and seminars or continuing education programs. (SW)

ED 276 363 HE 019 862

ED 276 363

Menges, Robert J. And Others
Innovations & Options. How Colleges Cope with
Reductions in Federal Aid for Students.
Pub Date—Nov 86
Note—6p.
Journal Cit.—AAHE Bulletin; p3-7 Nov 1986
Pub Type—Journal Articles (080) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*College Students, Federal Aid, Financial Problems, Fund Raising, Grants, Higher Education, "Scholarships, "Student Employment, "Student Financial Aid, "Student Loan Programs Identifiers—Paying for College
Strategies used by colleges to respond to reduced external funds available for student financial aid are described. In the 1980s two conditions coexist increasing educational costs, and federal aid to students that is not keeping pace with costs. Colleges have responded to aid cuts by innovative strategies that involve allocating more funds to grants and scholarships, offering alternative loan measures, efforts to place needy students in campus and off-campus jobs, educating families and legislators about student sid; and reducing institutional expenses. Examples of innovative approaches includer the Scholar Incentive Award Program, which entitles students who maintain a specified grade point average for two consecutive semesters to a tution remission of 10% to 20%; special aid to families with more than one child at the college; donations by faculty and staff for scholarship funds for minority students; converting loans to grants by canceling the final one-third of the principal for students who have graduated and made all payments on time; and colleges that form ion corporations to raise funds for students who have graduated and made all payments on time; and colleges that form ion corporations to raise funds for students to ost containment are avoiding losses from awards that are inappropriately made or loans that are uncollected, and allowing students to complete their degree in 3 years or less, or by altering the academic calendar. (SW)

ED 276 364

HE 019 863

Case, Karl E.

The Office of Family Finance and Planning (Formerly the Financial Aid Office).

Pub Date—Nov 86

Note-5p.
Journal Cit—AAHE Bulletin: p8-11 Nov 1986
Pub Type— Journal Articles (080) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postags.
Descriptors— "College Students, Family Income, Higher Education, Information Needs, Interest (Finance), "Long Range Planning, "Need Analysis (Student Financial Aid), "Parent Financial Contribution, "Student Costs, "Student Financial Aid Officer"

Aid Officers

Contribution, "Student Costs, "Student Financial Aid Officers
Identifiers—"Paying for College
The need for advance planning to finance college studies is addressed. It is suggested that financial aid officers should stop thinking about this year's family income and current assets as a pool of resources to be tapped to pay for this year's parental contribution to college costs Instead, income and assets might be viewed as indicators of a household's long-term ability to finance a major purchase. An example of a discussion that an aid officer might have with a parent using the current logic of the "Financial Aid Form Needs Analysis Report" is presented. The conversation presents two problems: (1) it takes place 6 months before college entry when the parent looks for help from the college, and (2) only this year's income and parent contribution are discussed. An alternative conversation that might take place could inform the parent that: paying over

more years makes the payment lower; deciding to pay early will result in interest; and compounding interests can yield large gains. Tables provide a fam-ily financial profile and alternative ways to pay for college. It is recommended that a college assemble information on borrowing options open to parents and that talks be given to parents as early as the child's elementary and junior high years. Computer software can help determine monthly payments that will cover future college expenses. (SW)

HE 019 864

Pub Date—86
Note—145p.; Revised edition of the author's "Development and Management of Research Groups" (1980).
Available from—University of Texas Press, P.O. Box 7819, Austin, TX 78713 (\$17.50).
Pub Type—Books (010) — Guides - Non-Class-

Available from—University of Texas Press, P.O. Box 7819, Austin, TX 78713 (S17.50). Pub Type—Books (101) — Guides - Non-Class-room (055)

Docsmest Not Available from EDRS.

Descriptors—'Administrator Responsibility, Conferences, Cooperative Programs, Equipment, Pund Raising, Grants, "Grantsmanship, Higher Education, Money Management, Personnel Evaluation, "Personnel Management, Proposal Writing, Public Relations, Recruitment, "Research Administration, Research Directors, "Research-ers, Research Reports, Time Management, Travel, Writing for Publication Guidelines for managers of university research groups cover securing resources, personnel, and services and choosing collaborators, as well as organizing, supervising, and controlling research activities. Attention is directed to: orientation of personnel; reporting mechanisms; boosting morale; the needs of different personnel; handling travel, publication, and purchasing activities; maintaining equipment and literature retrieval systems; managing secretarial and support staff; time management; and public relations. New to this revised edition of the guide are guidelines for research with animals, human subjects, and biohazards, and for performance evaluation, personnel problems, and budget management. The following types of grants are considered: free gift or grant-in-aid, grant, cooperative agreement, contract, fellowship, and scholarship. Information is also provided on: proposals, databases on foundations and other granting agencies, periodicals that advertise openings for researchers, questions for conducting telephone interviews for postdoctoral and senior supervisor positions, and books for orientation of new researchers. A sample letter that might accompany a grant-in-aid, check and a performance evaluation form for researchers are included. (SW)

ED 276 366 HE 019 865
Douglas, Joel M., Ed.
"Yeshlawaratch"-Year Seven.
City Univ. of New York, N.Y. Bernard Baruch Coll.
National Center for the Study of Collective Bargaining in Higher Education and the Professions.
Pub Date—Oct 86

Pub Date—Oct 86
Note—10p.
Available from—National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Avenue, New York, NY 10010 (34.00).
Journal Cit—Newsletter of the National Center for the Study of Collective Bargaining in Higher Education and the Professions; v14 n4 Sep-Oct 1986
Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)
EDRS Price - MF61 Plus Postage. PC Not Available from EDRS.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Administrator Responsibility, \*Collective Bargaining, College Faculty, \*Court Litigation, Employment Practices, Faculty College Relationship, Higher Education, \*Personnel Policy, \*Private Colleges, Teacher Responsibility, \*Unions Identifiers—\*National Labor Relations Board v Yeshiva Univ

shiva Univ
New court decisions that have claims like the
"National Labor Relations Board v. Yeshiva" case
are briefly described. Cases of the following colleges
that have Yeshiva-related claims are outlined: Florida Memorial College, The Cooper Union for the
Advancement of Science and Art, Fairleigh
Dickinson University, and Boston University. It is

suggested that after nearly 60 Yeshiva-related cases, no definitive standard of managerial and/or supervisory employees within a unionized university setting has been articulated. Faculty unionists repeatedly argue that the instant case can be distinguished from "Yeshiva" and that the bargaining unit is entitled to the protection of the National Labor Relations Board and the courts have continued to apply the "Yeshiva" doctrine to college faculty who appear to possess managerial status. It is argued that if "Yeshiva" is to be reversed and bargaining rights restored to faculty at private colleges, it appears that faculty unionists will have to forge coalitions with their union and management counterparts in the industrial trade movement. "Yeshiva" may have to be reversed not only on legal grounds but because of economic and political pressure generated by the AFL-CIO and large scale corporate interests. (SW)

HE 019 866 EAU 210 301

Fife, Jonathan D. Barnett, Lynn

Emerging Trends in Higher Education.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Pub Date—Feb 86

Notes 12.2

Pub Date—Feb 86
Note—13p.
Pub Type— Opinion Papers (120)
EDPS Price - MP01/PO1 Plus Postage.
Descriptors—Administrators, \*College Administration, \*College Curriculum, \*College Faculty,
College Instruction, College Role, \*College Faculty,
dents, Educational Quality, \*Educational Trends,
Enrollment Projections, Enrollment Trends,
\*Higher Education, School Demography, Student
Characteristics
Trends and projections for higher education are

Enrollment Projections, Enrollment Trends, 
\*Higher Education, School Demography, Student Characteristics
Trends and projections for higher education are identified. Increased public concern about the purposes and standards of higher education has foliowed the publication of four major publications about higher education in the United States. Changing demographics are projected for 1983-1993, including fewer 18- to 22-year-olds, decreased full-time and increased part-time enrollments, and a decrease in senior instructional staff. It is suggested that colleges will react to public concern and changing demographics in the following ways: evaluation of the mission of higher education, increased competition for students, and enrollments of the students, and increased awareness of competing education systems. These general trends will affect students, administrators, and faculty. Student trends concerning minority access, student debt, foreign students, and part-time students are addressed, along with management trends concerning planning, financing, marketing, student retention, and institutional leadership. Teacher and curriculum trends concern: minority and women employment, collective bargaining, tenure and the graying professoriate, migrant faculty, faculty workload, occupational versus liberal arts/general education, educational delivery systems, high technology, and response to corporate training/degree programs. (SW)

ED 276 368

ED 276 368

ED 276 368

Boice, Robert Kelly, Kelly A.

Writing Viewed by Two Traditionally Disenfranchised Groups of Academicians, Women and Women's College Faculty.

Pub Date—[86]

Note—17p.

Pub Type— Reports - Research (143)

EDRS Price - \*MF01/PC01 Plus Postage.

Descriptors—"College Faculty, Comparative Analysis, Editing, "Faculty Publishing, Faculty Workload, Females, Higher Education, "Males, Publish or Perish Issue, Rewards, Scholarship, Self Esteem, "Teacher Attitudes, "Women Faculty, "Writing for Publication

Views of women and men faculty at universities and women's colleges were surveyed concerning work loads, pressures to publish, experiences with the editorial process, and beliefs that scholarly writing will be rewarded. The Writing Survey was mailed to matched-pair samples of psychologists who were listed at academic settings in 1984. Of the 174 psychologists, usable questionnaires were received from 80 women and 21 men at traditionally women's colleges. Responses indicated that: (1) at universities or colleges, women equal their male colleagues' time investments in writing and males' rates of publishing journal articles; (2) at women's colleges, men and women devote about half as much

time to writing, devote about twice as much time to teaching, and publish articles at half the rate of their university counterparts; and (3) in either setting, women experience more discomfort about pressures to publish, feel more adversely affected by harsh reviewers, and report less confidence with their writing than do men, especially men at universities. (Author/SW)

ED 276 369 HE 019 868

ED 276 369 HE 019 868

Marks, Joseph L.

SREB Fact Book on Higher Education, 1996.
Southern Regional Education Board, Atlanta, Ga. Pub Date—86

Note—109p.
Available from—Southern Regional Education Board, 592 Tenth Street, N. W., Atlanta, GA. 30318-5790 (36.50).
Pub Type—Numerical/Quantitative Data (110)
EDRS Price - MF91/PCB Plus Postaga.
Descriptora—"College Faculty, Comparative Analysis, Degrees (Academic), Economic Factors, Educational Finance, "Enrollment Trends, Geographic Regions, Graduate Study, "Higher Education, Majors (Students), Minority Groups, "Population Trends, Private Colleges, Resource, Allocation, State Aid, State Colleges, Student Financial Aid, Teacher Salaries, Tuition, Undergraduate Study Identifiers—"United States (South)
Data are presented on higher education in the South in 1986, including 67 tables and brief descriptions of the latest available statistics for the United States, the Southern Regional Education Board (SREB) region, and the 15 individual SREB-member states. Information is grouped under six headings: population, education, and economy; institutions and enrollment; degrees; institutional finances; student finances; and faculty. Findings include the following: enrollment greater than the nationwide increase, although the college enrollment rate in SREB states is below the national average; more than one-third of the college students in SREB states are enrolled in two-year colleges; part-time students now represent 14% of college enrollments; the number of black college students has sallen nationwide; about half of the students nationwide the figure is 5%; both nationally and in SREB states, the proportion of state taxes going to higher education fell between 1982 and 1984. A list of SREB-member state agencies responsible for coordination of higher education is provided, including addresses, phose numbers, and top officials. (SW)

HE 019 869 ED 276 370

MED 276 576

Dowling, Noreen

Motivation and the Role of Faculty in Public
Service in the University of California.

Pub Date—18 Sep 86

Note—25p.; Paper presented at the International
Meeting of Urban Universities of the National
Association of State Universities and Land Grant
Colleges (Winnipeg, Manitoba, Canada, September 18, 1986).

Colleges (Winnipeg, Manitoba, Canada, September 18, 1986).
Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150).
EDRS Price - MPDI/PCDI Plus Pestage.
Descriptors—\*College Faculty, College Instruction, Government School Relationship, Higher Education, \*Public Policy, \*Public Service, \*Research Projects, Rewards, School Community Relationship, \*State Universities, Teacher Attitudes, Teacher Characteristics, \*Teacher Participation, Teacher Role
Identifiers—"University of California
The participation of the University of California (UC) in public service is discussed, along with the role of faculty in public service and motivations and rewards needed to promote involvement. Public service at UC is defined as the extension of research, teaching, and professional expertise of faculty members for the benefit of the community and the larger society. Directed at nonuniversity audiences, it is normally, but not necessarily, uncompensated. Public service is generally marginal but sometimes a significant factor in the advancement of UC faculty. Components of the university that are involved in public service include cooperative extension, university extension, two national laboratories, organized research units, and two special programs: the Public Service Research and Dissemination Pro-

gram and the California Policy Seminar. Structures that facilitate public service are considered, along with faculty attitudes toward public policy involvement, and characteristics of faculty who participate in public service. It is concluded that the university benefits by improved public image and awareness of public policy issues. Faculty benefit from stimulating contacts and application to practical problems, and students and the curriculum can also benefit from new applications of theory as applied to current issues. (SW)

ED 276 371 HE 019 870

ED 276 57.2 Zelazek, John R. Learning Styles, Gender, and Life Cycle Stage: Underlocables with Respect to Graduate Students.
Pub Date—[86]
Note—43

ED 276 372 HE 019 871

ED 276 372 HE 019 871

Bennett, William J.

Address by William J. Bennett, United States
Secretary of Education. (Harvard University,
Cambridge, Massachasetts).

Department of Education, Washington, DC. Office
of the Secretary.

Pub Date—10 Oct 86

Note—219.

Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)

EDRS Price - MF91/PC01 Plus Postage.
Descriptors—Academic Freedom, "College Curriculum, "College Role, Core Curriculum, "Educational Finance, "Educational Educational Finance, "Educational Finance, "Educational Finance, "Educational Finance, "Student Depetives, Educational Responsibility, Higher Education,
Intellectual Freedom, School Responsibility,
Student Development, Teacher Responsibility,
Contribute to the fulfillment of students' lives is discussed by Secretary of Education William Bennett
in an address to Harvard University. Secretary Bennett's observations are based on his experiences as a law student, freshman proctor, and tutor at Harvard University, as well as his subsequent experiences at other colleges and universities, including teaching at six institutions. He believes that there is a gap between the rhetoric and reality of American higher education. While noting the vast facilities and resources at Harvard and other institutions, Secretary Bennett emphasizes the importance of a good general education, including the benefits of a good general education, including the benefits of real core curriculum (i.e., a set of fundamental courses, ordered, purposive, and coherent). He argues that too often colleges and universities, especially the most prestitious institutions, fail in the discharge of their educational responsibilities. Of interest is a survey of undergradustes that found two-fifths of respondents did not feel any professor the respondents determined to the foundamental courses, and many desired better guidance. Secre-

tary Bennett also discusses the financial of higher education and the idea of the un a place for free exchange of ideas. (SW)

ED 276 373

An Inventory of Academic Degree Programs in South Carolina. Twelfth Edition.

South Carolina Commission on Higher Education, Columbia.

Pub Date—Sep 36

Note—176p.

Available from.—South Carolina Commission on Higher Education, 1133 Main Street, Suite 650, Columbia, SC 29201.

Pub Type—Reference Materials - Directories/Catalogs (132) ED 276 373 HE 019 872

Columbia, SC 29201.
Pub Type—Reference Materials - Directories/Catalogs (132)
EDRS Price - MP01/PC08 Plus Pestaga.
Descriptors—Academic Education, \*College Programa, Higher Education, \*Private Colleges, \*Public Colleges, State Colleges, State Surveys, State Universities, Technical Institutes, Two Year Colleges
Identifiers—\*South Carolina
This inventory of academic degree programs in South Carolina was designed to sid institutional and statewide planners and others who want to identify institutions offering a specific program. A first section lists academic programs and indicates the schools offering each program. A second section lists academic program. A first section lists academic program. A first section lists academic program. A first section lists academic programs. A first section lists academic programs and indicates the schools offering each program. A first section lists academic programs and indicates the schools offering each program. A first section lists academic programs and indicates the schools offering each program. A first section lists academic programs and indicates the schools offering each program. A first section lists academic programs and indicates the schools offering each program. A first section lists academic programs and indicates the schools offering each programs and indicates the schools offering each programs and indicates the schools offering each program and indicates the schools offering each program and indicates the schools offering each program and

HE 019 892 ED 276 374 Regional Education Profile: Central America.
Institute of International Education, New York.

Pub Date—Sep 86 Note—172

Pub Date—Sep 86
Note—172p.
Pub Type— Opinion Papers (120) — Reference
Materials - Directories (Catalogs (132) — Reports
- Descriptive (141)
EDRS Price - MF91/PC07 Plus Pustage.
Descriptors—Case Studies, Educational Trends, Elementary Secondary Education, Foreign
Countries, "Geographic Regions, "Higher Education, "Institutional Characteristics, "International
Educational Exchange, Student Financial Aid,
Study Abroad, Teacher Education, Trend Analysis

dentifiers—Belize, \*Central America, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua,

El Salvador, Guatemala, Honduras, Nicaragua, Panama Profiles of the educational systems in the seven Central American countries are presented, along with an introductory essay by Rene Greenwald, "Higher Education in Central America: Trends and Developments: 1945-86." Country profiles are provided for Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama. For each country, an overview of the elementary/secondary and postsecondary system is presented, along with descriptions of specific colleges and universities and information on student placement in the U.S. university system. Teacher training and sources of financial aid for overseas study are also briefly reviewed in the profiles. Sources of information on U.S. education in each country are also identified, and glossaries of terms are included. The essay identifies 18 trends developing in Central America and indicates how U.S. institutions can begin to respond to regional development needs. Trends include: emphasis on the development of incountry, graduate-level programs; continuing demand for university and technical-level training increased tution fees at public universities; and the prospect that financial aid for study abroad will focus on fields that are not offered domestically and are a priority for national development, especially at the graduate level. (SW)

ED 276 375 HE 019 893 Fernandez, Rosa

Permanez, Rosu
Fall Euroliment in Colleges and Universities,
1984. OERI Bulletin.
Center for Education Statistics (OERI/ED), Wash-

ington, DC.
Report No.—CS-86-310b
Pub Date—Nov 86
Note—9p; For the 1983 report, see ED 260 674.
Pub Type— Numerical (Quantitative Duta (110) —
Reports - Descriptive (141)
EDRS Price - MP01/PC01 Pins Pestage.
Descriptors—\*College Attendance, \*Enrollment Trends, Females, Pull Time Students, Graduate Students, 'Higher Education, Males, Part Time Students, Private Colleges, Professional Education, Sex, State Colleges, Student Characteristics, Two Year Colleges, Undergraduate Students and trends since 1981 are presented, based on the Higher Education General Information Survey, United States
Data on 1984 college and university enrollments and trends since 1981 are presented, based on the Higher Education General Information Survey. United States
Data on 1984 college and university enrollments sea, unffull-time and part-time attendance status. Trends in enrollment during 1981-1984 for the 50 states and the District of Columbia are included; also with data for undergraduate, graduate, unclassified, and first-professional students. The following types of postsecondary institutions are included: public, private, private nongrofit, and proprietary. Schools are also classified as universities, other following the number of students steneding college declined in fall 1984, down 1.8% from 1983; enrollments were stable from 1981 to 1983; in 1984 two year institutions reported an enrollment decrease of 4.1%, following a decrease of 1% the previous year; two year colleges enrolled over 37% of the student population; enrollments in universities and other four year institutions were down leas than 1% in 1984; and from fall 1983 to fall 1984, public institutions reported a 2.3% decrease in enrollment, while private institution enrollment remained almost unchanged. (SW)

Hill, Susan Owings, Maria
Completion Time for Bachelor's Degrees. OERI
Bulletin. HE 019 894

Center for Education Statistics (OERI/ED), Washington, DC.

Bulletia.
Center for Education Statistics (OERI/ED), Washington, DC.
Report No.—CS-86-311b
Pub Date.—Nov 86
Note.—7p.
Pub Type.— Numerical/Quantitative Data (110) —
Reports - Descriptive (141)
EDRS Price - MPGI/POI Plus Postage.
Descriptors.—\*Cacademic Persistence, \*Bachelors
Degrees, \*College Graduates, \*Higher Education,
\*Longitudinal Studies, Student Characteristics,
\*Time Factors (Learning)
Identifiers.—Degree Completion Time, National
Longitudinal Study High School Class 1972
Characteristics of graduates who completed bachelor's degrees within 4 years of high school graduation were compared with graduates who took longer
than 4 years. Data were obtained from the Postscoodary School Transcripts Study, a upplement
to the National Longitudinal Study of the High
School Class of 1972. The sample consisted of 4,440
graduates who received the bachelor's degree within
to the National Longitudinal Study of the High
School Class of 1972. The sample consisted of 4,440
graduates who received the bachelor's degree college by the
fall after high school graduation and completed
their degree within 4 years. Fifty-one percent took
more than 4 years from high school graduation to
complete their degree. Three-fourths carned their
degree within 5 years after high school graduation to
complete their degree. Three-fourths carned their
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complete their degree. Three-fourths carned their
degree within 5 years after high school graduation to
complete their degree. Thr

ED 276 377 HE 019 895 2D 276 377

HE 019 895

randulent Credentials: Federal Employees. Hearing before the Subcommittee on Health and Long-Term Care of the Select Committee on Aging, House of Representatives, Ninety-Ninth Congress, Second Semion.

longress of the U.S., Washington, D.C. House Select Committee on Aging.

Report No.—House-Comm-Pub-99-571
Pub Date—18 Apr 86
Note—75p; For related Congressional documents, see BD 274 239-240.
Pub Type—Legal/Legislative/Regulatory Materials (990)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Certification, "Cheating, "Credentials, "Degrees (Academic), "Federal Government, "Government Employees, Hearings, Higher Education, Job Applicants
Identifiers—Department of Agriculture, Department of Commerce, Department of Defense, Department of Ormerce, Department of the Treasury, Department of Transportation, Dipiona Mills, "Praud, National Aeronatuics and Space Administration, Postal Service, Veterans Administration An investigation of the employment of federal employees who obtained fradulent educational degrees and professional credentials was initiated by Congress and conducted by the Federal Bureau of Investigation (FBI) and the Postal Service. One diploma mill operation was using the mails to defraud (Le, they took people's money without giving them what they claimed to be providing, a bona fide degree). Of 3,000 individuals who were thus far discovered to have obtained fradulent degrees, the FBI found that 200 were working for federal agencies and another 200 were working for federal agencies and another 200 were working for federal agencies to provide information on employees who had obtained fradulent credentials: The Department of Agriculture, Department of Commerce, Department of Agriculture, Department of Commerce, Department of Agriculture, Department of Commerce, Department of Department of Defense, Department of Transportation, Department of Personnel Management, U.S. Postal Service, and the Veterans' Administration. The large part of the text of these hearings consists of responses of the federal agencies to Congress, along with responses provided by federal employees alleged to be in possession of fraudulent credentials. (SW)

ED 276 378 HE 019 897

ED 276 378

Douglas, Joel, M., Ed.
The Unionized Professoriate: A Discriminating Appraisal. Proceedings of the Annani Conference of the National Center for the Study of Collective Bargaining in Higher Education and the Professions (14th, New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions. Report No.—ISBN-0-911259-21-X
Pub Date—Apr 86
Note—130p.
Available from—National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Available from—National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Avenue, New York, NY 10010 (\$20.00).
Pub Type—Collective Works - Proceedings (021)—Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—"Collective Bargaining, "College Faculty, Compensation (Remuneration), Court Litigation, Employment Practices, Higher Education, Incentives, Legal Responsibility, Merit Pay, "Nontenured Faculty, Peer Evaluation, Personnel Policy, "Private Colleges, Sex Discrimination, Teacher Administrator Relationship, Teacher Discipline, Teacher Salaries, "Unional Identifiers—Boston University MA, California, Canada, Cooper Union NY, Massachusetts, "National Labor Relations Board v Yeakiva University NY Collective bargaining in higher education and a

versity NY Collective versity NY

Collective bargaining in higher education and a few other fields is examined in 21 papers from a 1986 conference of the National Center for the Study of Collective Bargaining in Higher Education and the Professions. After an introduction by Josel M. Douglas, the academic collective bargaining system is reexamined in four papers. Additional papers consider: bargaining in selected other fields, bargaining in private colleges after the "Yeshiva" decision, compensation issues, bargaining with nontenure track faculty, legal issues, and faculty discipline. Paper titles and authors are as follows: "The Evolving Faculty Condition: What Is the Relevance to the Collective Bargaining Community?" (Jack H. Schuster); "Peer Review and Faculty Self Government: A Dissenting View" (Myron Lieberman); "Campus Realities: Is Collective Bargaining Equipped to Deal with Them?" (Barbars Lee); "The Paculty Opportunities Audit" (Clars M. Lovett); "Labor Relations in Baseball" (Donald M. Fehr); "The Physicians" (Barry Liebowitz); "Actors' Unions' (Dick Moore); "Professional Employees" (Jack Golodner); "Bargaining in Private Colleges in the Aftermath of Yeshiva': (1) Yeshiva University (Ralph E. Behrends), (2) Boston University (Michael Rosen), (3) Folytechnic Institute of New York (Marvin Gettleman), (4) Cooper Union" (Eugene Tulchin); "Merit Pay and Market Adjustments' (Linda Tom); "Salary Incentive Systems" (William S. Brown); "Bargaining with 'Nontenture Track' Paculty' includes: "The Massachusetts Experience" (Arlyn Diamond); The California Experience (Pavid Averbuck); The Canadian Experience" (Ron Levesque); "A Legal Analysis of Collective Bargaining in Higher Education" (Woodley B. Ochorae); "The Melani Sex Discrimination Class Action Suit" (Joan Rome); and "The Discipline of Faculty: The Administrative Perspective (Gon Getter), The Union Perspective" (Nuala M. Drescher). (SW)

ED 276 379

Toombe, William Lindsay, Carl A. Departments and Professions: Institutionalizing Continuing Professional Education.

Pub Date—Mar 36

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1946).

ing of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1946).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF91/PCU2 Plus Pestage.

Descriptors—Administrator Attitudes, College
Faculty, Decision Making, Department Heads,

"Departments, "Education Work Relationship,

Higher Education, "Interprofessional Relationship, Higher Education, "Interprofessional Relationship, Higher Education, "Interprofessional Relationship, Higher Education, "Interprofessional Associations, "Professional Continuing Education,

Program Administration, School Business Relationship, Teacher Attitudes

The value of developing continuing professional education (CPE) programs at the department or program level was assessed at Pennsylvania State University. Four issues were explored: (1) the relationships between departments and traditional and emerging professions; (2) the degree of correspondence between the values and behaviors of department heads and faculty, especially on behaviors associated with CPE; (3) the appropriate locus of responsibility required by CPE; and (4) types of decisions made at the department level and how CPE may best be introduced. Information was collected from 33 departments, divisions, or sections through a background summary, pre-interview survey, and interview with the department level and how CPE may best be introduced. Information was collected from 33 departments, divisions, or sections through a background summary, pre-interview survey, and interview with the department are generally experienced with the kinds of activities required by a CPE program for professionals. The most usual avenue of departmental involvement with the profession was continuing education programs. Another valuable link with professions was through memberships in essociations were important. External public actions, such as recertification requirements, mandatory CPE, or sanctions were seen as the strongest stimulus for university involvement in CPE. (SW)

ED 276 380

HE 019 899
Valuatary Support of Education, 1984-1985, 30th
Analversary Survey Report.
Council for Financial Aid to Education, New York,
N.Y.; Council for the Advancement and Support
of Education, Washington, D.C.; National Association of Independent Schools, Boston, Mass.
Spons Agency—DeWitt Wallace / Reader's Digest
Fund, Pleasantville, N.Y.
Pub Date—May 86
Note—165p.; For the 1983-84 report, see ED 262
721. Most of the document is in small type,
printed on colored paper, reproducibility may be
poor.

poor.
Available from—Council for Financial Aid to Education, 680 Fifth Avenue, New York, NY 10019
(\$25.00).

(123.00).

Pub Type— Numerical/Quantitative Data (110) —
Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDPS.

Descriptors—Alumni, "Business, Colleges, Comparative Analysis, "Corporate Support, "Donors, Endowment Funds, Expenditures, Financial Support, "Higher Education, Industry, Institutional Characteristics, "Philanthropic Foundations, "Private Financial Support, Private Schools, Religious Organizations, School Business Relationship, School Fands, Trend Analysis Identifiers—Survey of Voluntary Support of Education

ship, School Funds, Trend Analysis
Identifiers—Survey of Voluntary Support of Education
Results of the 1984-1985 Survey of Voluntary
Support of Education are presented, including a narrative summary and detailed statistical tables. Reports of voluntary support are presented for 979
four year colleges and universities, 135 two year
colleges, and 434 independent precollege schools.
The tables for each institution cover: total financial
support, support for current operations, support for
specific capital purposes, and the sources of support
(e.g., alumni, foundations, religious organizations).
National estimates of voluntary support to higher
education are provided by source and purpose for
1979-1980, 1983-1994, and 1984-1985. Data are
included on voluntary support in relation to enrollment, inflation, and institutional expenditures for
1949, 1965, 1970, 1975, 1980, 1983, and 1984. Voluntary support for 1984-1985 is detailed by type of
college/university and changes from the previous
year, including contributions to the annual fland by
alumni/donor. Also covered are: funding to different types of colleges through matching-gift programs and gifts of property; gifts donated for
specific purposes, support with restrictions on itse; and gifts from individuals for current operations
in the amount of "under \$5,000" or "\$5,000 or
more." (SW)

ED 276 381

ED 276 381 HE 019 900

Toombs, William Targets and Trends: Research on Higher Educa-

ED 276 381

Toombs, William
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Tengets and Trends: Research on Higher Education.
Pub Date—Oct 36
Note—23p.; Paper presented at a Regional Symposium sponsored by University of Salamanca and
UNESCO's European Centre for Higher Education and supported by the Spanish Ministry of
Education and Science (Salamanca, Spain, October 27-29, 1986).
Pub Type—Information Analyses (070) —
Speeches/Meeting Papers (150)
EDRS Price -MP01/P01 Plus Postage.
Descriptors—\*College Administration, \*College Curriculum, College Planning, College Role,
Comparative Analysis, \*Educational Objectives,
Educational Trends, Education Work Relationabip, Females, Financial Problems, \*Higher Education, International Educational Education,
Public Policy, Research Problems, School Organization, Technological Advancement, \*Trend
Analysis
Developments in higher education that have significance for the next few years (1987-1989) are discussed, based on a review of the poblished research in Western Europe and the Americas. Three
propositions derived from the currents of research on higher education are briefly considered: (1) a demanding force for higher education comes from application and technology rather than from developed bodies of theory; (2) a major shift in the pattern of knowledge is occurring with consequences for escademic organization, the curriculum, and the conduct of research, and (3) public policy enactments at the national and regional levels have become a major influence on higher education, often without information from academic leaders and researchers. Evidence to support these propositions is cited, with attention to 10 areas of concern: teaching and learning, policy and planning, internal management, higher education and work, lifelong learning and nontraditional forms, adaptation to considering trends in higher education, "targeti" of research are distinguished. A 152-item bibliography is included. (SW)

ED 276 382 HE 01 Handelsman, Mischell M. Are Students Entitled to Informed Connent? Pub Date—Aug 86 HE 019 902

Note—11p.; Paper presented at the Annual Convention of the American Psychological Association (Washington, DC, August 1986). Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (130) Per Papers (120) — Speeches/Meeting Papers (130) Per Paper

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Pub Type— Collected Works - Serials (022) — Opinion Papers (120) — Reports - Descriptive

Journal Che-Current Issues in Higher Education; nl 1985/86
Pub Type—Collected Works - Serials (022) —
Opinion Papers (120) — Reports - Descriptive (141)
EDRS Prics - MF01/PC02 Plus Postage.
Descriptors—College Curriculum, \*College Faculty, \*College School Cooperation, Cooperative Frograms, Educational Cooperation, Higher Education, \*Instructional Improvement, \*Intellectual Disciplinies, Interprofessional Relationship, Interschool Communication, \*Professional Development, Secondary Education, Secondary School Teachers Identifiers—\*Academic Alliances
Academic alliances between secondary school teachers and postsecondary faculty are discussed.
Teachers and faculty who teach the same subject in the same geographical area voluntarily meet regularly to examine the quality of teaching and learning in their discipline at the local level. School and college faculty together develop some common ground between the demands of the specialist and the generalist and maintain an appreciation of both the teaching and research effort. Participating staff can use academic alliances to avoid getting stuck in dull career paths and to develop new leadership opportunities. In addition to identifying interested faculty, a sterring committee ahould be developed. Meetings of the alliance group can be devoted to journal review, panel discussions, demonstration classes and curriculum exchanges, and review of major conferences. Incentives for faculty participation can include receit toward tenure and promotion. Education and continuing education departments can assist postaecondary educators in starting and sustaining collaboration. Descriptions of alliances are provided for foreign languages and literature, history, international studies, geography, English, and science and math. Information on five funding sources is included. (SW)

ED 276 384

HE 019 904

Lester, Jeanette
Residence Eavironment Study. (Surveys Janusry-March 1986).
Saint Mary's Coll., Notre Dame, IN.
Pub Date—25 Apr 86
Note—39p.; Some tables and figures use small print.
Pub Type— Reports - Research (143)
EDRS Price - MP91/PO2 Plus Postage.
Descriptors—Achievement Need, "College Environment, "College Housing, Competition, "Dormitories, Helping Relationship, Higher
Education, Institutional Research, "On Campus
Students, Peer Relationship, Social Environment,
"Student Attitudes, Student Participation, Undergraduate Students

Education, insulusional sceaarch, "or Campus Students, Peer Relationship, Social Environment, "Student Attitudes, Student Participation, Undergraduate Students Understand Students Students Student Students Students Students Students Students Students Student Perceptions of residence hall environment were studied at Saint Mary's College (Indiana) with a 50% sample of juniors, and a one-fifth sample of seniors. Consideration was given to the effects of the type of room (single, double, triple, quad, quint) and choice of residence (first, second, third, fourth, no choice) on whether the student enjoyed living in the hall. The 100-item University Residence Environmental Scale, which assumes that a consensus of individuals' perceptions of the environment constitutes a measure of environmental climate, was administered. The 565 respondents included 28 resident advisors. To discriminate among living groups, the scale has 10 subscales: involvement, emotional support, independence, traditional social orientation, competition, academic achievement, intellectuality, order and organization, student influence, and innovation. Findings include: overall residence life at Saint Mary's provides an environment alighty above average on involvement and high on support; traditional social activities and competition were emphasized; the environment alighty above average press toward independence with relation to peers was very low; and the environment was above average press toward independence with relation to peers was very low; and the environment was high on order and organization but low on student influence and innovation. Ten statistical tabless are speended, and numerous tables and figures are included in the text. (SW)

ED 276 385

HE 019 905

ED 279 305
Latter, Jonnette
Report of Folion-Up of Graduates of 1985,
Saint Mary's Coll., Notre Dame, IN.
Pub Date—16 May 86
Note—34p.; For the 1981 report, see ED 222 100.
Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/F02 Plus Postage.
Descriptors—College Environment, \*College Data (110)

ruo i ype—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Environment, "College Graduates, "Education Work Relationship, "Employment Experience, Graduate Study, "Graduate Surveys, Higher Education, Institutional Research, "Job Satisfaction, Majors (Students), Salaries, Student Attitudes

Identifiers—"Saint Marys College IN

A survey of 1985 graduates of St. Mary's College (SMC) was conducted to determine current position, salary by type of position and major, graduate school attendance, job satisfaction, and views on their experience at SMC. Some data were obtained on 68% of the 1985 graduates. Graduate/professional school attendance (full-time) was reported by 15.3% of graduates, while another 5% were attending graduate school part-time. About 78% of the graduates were employed in 1985-1986 and another 2% were involved in volunteer work. Only 2% were unemployed and looking for work, but 5% had part-time employment only and were seeking-full-time jobs. Employment offers differed for graduates with different majors. About three-quarters of those pursuing advanced studies were in professional programs, especially law and business administration. Forty-four percent of graduates mot pursuing additional studies were employed in professional positions, 8% were in technical/semi-professional positions. Graduates gave their views on the relationship between their positions and their majors, and the value of a degree to obtaining employment. Student comments about the atmosphere at SMC and their recommendations are appended. Numerous tables are included. (SW)

ester, Joanette Longitudinal Study of Freshmen Entering in 1982 in Their Senior Year. Spring 1985, laint Mary's Coll., Notre Dame, IN. Pub Date—4 Apr 86

In Their Senior Year. Spring 1996.

Saint Mary's Coll., Notre Dame, IN.
Pub Date—4 Apr 86
Note—27p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/F012 Plus Pestage.
Descriptors—Academic Aspiration, Attitude
Change, "College Freshmen, "College Seniors,
Family Relationship, Higher Education, Institutional Research, Longitudinal Studies, Peer Relationship, Social Attitudes, "Student Attitudes,
"Student Development, "Student Educational
Objectives
Identifiers—"Saint Marys College IN
A followup study of fall 1982 incomining freshmen
at Saint Mary's College (India.a) was conducted
during their senior year to assess changes in college
goals, degree aspirations, religious preferences, relationships with family and peers, and social conscience. The Educational Testing Service developed
the scales on social conscience and family and peer
independence. The importance of five goals were
rated during the freshman and senior years, as well
as progress toward schieving the goals: broaden intellectual interests, develop religious and ethical
values, better get along with different kinds of poople, mature as a person, and decide on a career and
qualify for it. Overall, by the senior year, there was
a decrease in the percentage of students desiring
only a bachelor's degree and an increase in the percentages desiring master's and doctoral degrees. Cacholicism was the overwheiming religious
preference of both freshmen and seniors. Having
families was an important goal for students during
both the freshman and senior years, but by the senior year, students preferred no volunteer work
and appeared to have gained little in independence
as measured by the scales. However, the Saint
Mary's capreince seemed to have increased social
conscience. (SW)

ED 276 387 HE 019 907

Seagres, Alan T. And Others

Perception of Chairpersons and Faculty concerning Roles, Descriptors, and Activities Important for Faculty Development and Departmental Vi-

tality. Pub Date—[86] Note—33p.

Note—33p. Reports - Research (143) — Tests/ Questionnaires (160) EDRS Price - MF01/PC2 Plus Postage. Descriptors—Administrator Attitudes, \*Adminis-trator Role, College Faculty, \*College Programs, \*Department Heads, Departments, \*Faculty De-velopment, Higher Education, \*Leadership Qual-ities, \*Organizational Effectiveness, Program Administration, Program Effectiveness, Ques-tionnaires, Teacher Attitudes, Teacher Effective-

Administration, Program Effectiveness, Questionnaires, Teacher Attitudes, Teacher Effectiveness
Identifiers—\*Faculty Vitality
Activities and roles of department heads that can improve departmental and faculty effectiveness
were investigated, along with dimensions associated with departmental leadership of chairpersons. In the
first of two studies, department heads at four-year institutions were interviewed to identify views of
existing conditions in higher education, roles performed by chairpersons, career development issues,
and strategies used to increase department vitality
and faculty development. Vice-Chancellors or Vice-Presidents for Academic Affairs identified department heads who are best at helping faculty grow
and be productive, as well as faculty that have demonstrated considerable faculty growth. A total of 33
chairpersons and 29 faculty were interviewed. In
the second study, chief academic officers at three
midwest, urban universities identified outstanding
departments with active and effective chairpersons.
The 19 selected chairpersons were interviewed to
identify dimensions of effective departmental leadership and management strategies. Appended is a
chart that outlines seven roles performed by outstanding chairpersons, descriptions of these roles,
and activities that were designed to promote faculty
development and departmental vitality. The department head questionnaire is included. (SW)

ED 276 388 Wharton, Clifton R., Jr. HE 019 908

Public Higher Education and Black Americans: Today's Crisis, Tomorrow's Disaster?

State Univ. of New York, Albany.
Pub Date—21 Jul 86
Note—12p.; Plenary address at a National Urban
League Conference (San Francisco, CA, July 21,
1986).

Note—12p.; Plenary address at a National Urban League Conference (San Francisco, CA, July 21, 1946).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Poetaga. PC Not Avaliable from EDRS.
Descriptors—"Academic Aspiration, Academic Persistence, "Achievement Need, Black Achievement, Black Education, Black Lesdership, "Black Stereotypes, "Black Students, College Attendance, Competition, Educational Attainment, Higher Education, High School Graduates, "Public Colleges, "Self Bateem, State Colleges, Student Educational Objectives, Success Declines in high school and college sttendance and completion for blacks, factors that contribute to this decline, and strategies for improvement are addressed by the Chancellor of the State University of New York. Black youth attend college disproportionate to their representation in the population, in large part because of the high school dropout rate. Blacks attending college are much less likely to complete a baccalaureste program than whites, and too few black graduate and professional students enter promising fields. Black women outnumber black men on college campuses by a substantial margin. Important variables in educational attainment are the self-image and aspiration of black youth and the pervasive stereotype that blacks are academically deficient. A broad-based effort to foster stronger, more competitive, achievement-oriented self-images is advocated. The role of the family and values such as discipline, hard work, and ambition are emphasized, as well as an important role that can be played by the black community. It is argued that strategies are needed to augment, rather than replace, affirmative action and judicial activism on behalf of blacks. Black youth need to be persuaded that they can compete on equal terms not only in sthetics and a few other fields, but in all endeavors, including the intellectual. (SW)

ED 276 389

HE 019 909

Premfors, Rune
Are Some Disciplines More Relevant Than Otherrs? Swedish Research on Higher Education.
National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.

Unit.

Pub Date—86

Note—13p.; Revision of a paper presented at the International Seminar entitled "Disciplinary Perspectives on Higher Education and Research" (Roaneberga, Lidingo, Sweden, September 2-3, 1982).

International Seminar entitled "Disciplinary Perspectives on Higher Education and Research" (Roonebergs, Lidingo, Sweden, September 2-3, 1986).

Available from—National Swedish Board of Universities and Colleges, R&D Unit, P.O. Box 45301, S-104 30, Stockholm, Sweden.
Pub Type—Opinion Papers (120)
EDRS Price - MP01/PCD1 Plus Postage.
Descriptors—Foreign Countries, "Higher Education, "Intellectual Disciplines, 'Higher Education, "Intellectual Disciplines, 'Higher Education, "Organizational Theories, "Post-secondary Education as a Field of Study, Scientific Research, "Social Science Research Identifiers—"Sweden
Ways to further the development of higher education and research as a field of study are addressed, with a focus on the role and importance of various disciplinary perspectives. It is argued that, in simplified terms, the field of higher education and research is dominated by two major traditions: "science studies" and "higher education studies." For both traditions, there are areas of interdisciplinarity; in science studies this core area centers on a theory of science/sociology of knowledge perspective, whereas in higher education studies, this srea consists of an organizational perspective. It is suggested that the field of higher education and research will not develop into a full-fleiged discipline, although in the United States there are a large number of departments of higher education. Insiesed, a strategy for the future is recommended: a core of interdisciplinary efforts, surrounded by a periphery of single-discipline contributions. A chief aim of such a strategy would be to integrate the knowledge focus of science studies with the organizational focus of higher education and research sociology, history, and education. This strategy is particularly appropriate for the Swedish setting. (SW)

ED 276 390 HE 019 910 ID 276 390 Inancial Report of Outario Universities, 1985-1986. Volume I, Universities. Council of Outario Universities, Toronto. Research

Report No.—ISBN-0-88799-210-2 Pub Date—Nov 86 Note—296p; For related documents, see HE 019 911-912.

Pub Date—Nov 86

Note—296p., For related documents, see HE 019
911-912.
Available from—Council of Ontario Universities,
130 St. George Street, Suite 8039, Toronto, Ontario MSS 274, Canada.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MP01/PC12 Plas Postage.
Descriptora—Budgeting, "Educational Finance,
"Expenditures, Financial Support, PoreignCountries, "Higher Education, "Income, Operaing Expenses, "Resource Allocation, "School
Punds, State Universities
Identifiers—Canada, "Ontario
Data on the total revenue and expenses and
changes in fund balances of 21 universities and colleges of Ontario are provided for the fiscal year
ending in 1986. Volume I reports on the universities
and related institutions that receive grants directly
from the Ontario government. The categories and
definitions that are used to present financial data are
explained. In addition to financial data for each institution, summary information for all schools on a
consolidated basis are included. Statistical tables
cover the following: revenue by source and type of
fund, operating expenses by object and functional
area, and general funds changes in appropriated
fund balances. For institutional fund balances, details are presented on the amounts of expendable
funds available within both the general and restricted fund categories. General expendable funds
over the costs of instruction, research and other
sponsored or contract research, academic support
services, other operating expenses, noncredit educational activities, noncredit educational activities,
and ancillary enterprises. Restricted funds cover
sponsored research, trust and endowment, and capital. (SW)

ED 276 391

Plasacial Report of Ontario Universities, 1985-1986. Volume II, Affiliated and Federated Colleges and Universities.

Council of Ontario Universities, Toronto. Research

Report No.—ISBN-0-88799-211-0 Pub Date—Nov 86 Note—267p.; For related documents, see HE 019 910-912.

Note—267p.; For related documents, see HE 019
910-912.
Available from—Council of Ontario Universities,
130 St. George Street, Suite 8039, Toronto, Ontario M55 274, Canada.
Pub Type—Numerical Quantitative Data (110)
EDRS Price - MF01/PC11 Plas Postage.
Descriptors—Budgeting, "Church Related Colleges, "Educational Finance, "Expenditures, Financial Support, Foreign Countries, "Higher Education, "Income, Operating Expenses, Private Colleges, "Resource Allocation, School Funds, Universities
Identifiers—Canada, "Ontario
Data on the total revenue and expenses and changes in fund balances of the 22 provincially-assisted church-related colleges, universities, and seminaries of Ontario are presented for the flacal year ending 1986. The information is presented using consistent categories and definitions for all universities and colleges in Ontario. In addition to financial data for each institution, summary information for all schools on a consolidated basis are included. Statistical tables cover the following: combined revenue and expense and changes in fund balances, revenue by source and type of fund, percentage of operating revenue by source, expenses (all funds) by object and type of fund, appenses (all funds) by object and functional area, general funds changes in appropriated fund balances, precentage analysis of total expenses by object of expense by institution, and percentage of operating expenses by institution, and percentage of operating expenses by institution, and percentage of operating expenses by functional area by institution. For institutional fund balances, details are provided on the amounts of expendable funds available within both the general and restricted fund categories. (SW)

HE 019 912 ED 276 392 Inancial Report of Ontario Universities, 1985-1986, Volume III, Physical Plant Operat-ing Expenses.

Council of Ontario Universities, Toronto. Research Div.

Lery. Leport No.—ISBN-0-88799-212-9 ub Date—Nov 86 fote—38p.; For related documents, see HE 019 910-911.

Pub Date—Nov 36

Note—38p; For related documents, see HE 019
910-911.

Available from—Council of Ontario Universities,
130 St. George Street, Suite 8039, Toronto, Ontario MSS 274, Canada.

Pub Type—Numerical Quantitative Data (110)
EDRS Price - MF01/PCR2 Pins Postage.

Descriptors—Building Operation, Campuses,
"College Buildings, "Educational Finance, Foreign Countries, "Higher Education, Maintenance,
"Operating Expenses, State Universities
Identifiers—Canada, "Ontario
Physical plant costs charged to the operating fund
of the provincially-assisted universities of Ontario
for fiscal year ending 1966 are presented. Attention
is directed to physical plant costs that are incurred
in relation to the basic academic and academic support activities of each university. Statistical data are
presented on the following: physical plant operating
expenses by function and object of expense, plant
operating expenses by institution and object of
expense, percentage of total physical plant operating
expenses by function and object of expense, percentage of plant operating expenses by object of
expenses by function by institution, percentage of
plant operating expenses by institution, and unit costs
of physical plant operating expenses by institution,
Guidelines and definitions are presented that were
accepted by the Ontario Association of Physical
Plant and Planning Administrators and the Council
of Finance Officers—University of Ontario. (SW)

ED 276 393

Jackson, William K., Ed. Chundler, Judith R., Ed.
National Conference on Professional and Personal
Remewal for Faculty. Proceedings (Atlanta,
Georgia, April 10-12, 1980).
Georgia Univ., Athens. Office of Instructional Development.

Resewal for Faculty, Proceedings (Atlanta, Georgia, April 10-12, 1986).

Georgia Quilv., Athens. Office of Instructional Development.

Spons Agency—American Association for Higher Education, Washington, D.C.; Teachers Insurance and Annuity Association, New York, N.Y. Pub Date—Apr 86

Note—138p.

Available from—Office of Instructional Development, University of Georgia, 164 Psychology Building, Athens, GA 30602 (\$4.00).

Pub Type—Collected Works - Proceedings (021)—Opinion Papers (120)

EDRS Price - MF01/PC06 Pins Postage.

Descriptors—Academic Rank (Professional), College Instruction, \*Faculty Development, Full Time Faculty, Higher Education, \*Instructional Improvement, \*Job Satisfaction, Part Time Faculty, \*Professional Development, Seniority, Stress Management, Teacher Morale, \*Teacher Weifare Strategies for promoting faculty renewal are discussed in proceedings of the 1986 National Conference on Professional and Personal Renewal Graculty. Included is an introduction by Ronald D. Simpson, a keynote speech by John W. Gardner and an address on academic culture by Peter Seldin. Summaries of 47 papers are provided, including the following: "Pressures of the Professional Renewal Grollowing: "Pressures of the Professioniste: A National Study of Faculty Stress and Coping" (Walter Gmelch); "Lesson Number One: Begin with the Faculty" (Thomas J. Trebon, Joyce Smith, Marilyn Rigby); "Banta Clara's Do it Yourself Faculty Development Program" (Elizabeth Moran); "Paculty Weilness: The Ultimate Personal Renewal (Doughas M. Semenick); "Bridging the Cap in Human Relations" (Katheryn Davis, Lettie Lockhart, Peggy Cleveland); "Professional Renewal of Faculty Seme Modest Professional Development" (Kaylerny; "Financial Planing for Faculty" (Ted Ridlehuber); "COPROF: A Cooperative Program for the Professional Renewal of Faculty" (Ted Ridlehuber); "COPROF: A Cooperative Program for the Professional Renewal of Faculty" (Ted Ridlehuber); "COPROF: A Cooperative Program for the Professional Renewal of Faculty" (Ted Ridlehuber); "COPROF

an Aging Staff)" (Judy-Arin Krupp); "Career Transitions: An Opportunity for Personal and Professional Renewal" (Joel Zimhelman); "A Model for Renewal and Dissemination of Teaching Excelence" (Harvey J. Brightman, Gordon Harwood, Yezdi Bhada); "A Study of the Relationship between Perceived and Reported Supervisory Intervention Behavior and Faculty Job Satisfaction" (Constance Havird Skalak); "Faculty Renewal: A Review of Research Studies" (Moon K. Chang); "The UGA Model: A Panel" (Ronald D. Simpson, "William K. Jackson, James F. Calboun, Harry P. DuVal, George M. Gazda, Frank Gillespie); "Retirement, Preparations and Faculty Development: An Ongoing Process" (Thomas J. Kobinson); "Paculty and Staff Development Program: The University of Connecticut" (David D. Palmer, Paul G. McKenna); "Retrest Saspahots: Leading Paculty Groups in Career Planning" (Paul J. Hamill), Monica J. Hamill); "Using Control Charts to Improve University instruction" (Jane Burke); "Paculty Renewal through International Program Development" (C. Tracy Harrington); "Providing Microcomputer Training and Support to Faculty (M. C. Ware, M. F. Stuck); "Paculty Renewal during the Personal Period of Urgency" (I. Bugese White, Marvin G. Tossey); "The Psychodynamics of Professional Burnout and Renewal" (Jack Wiersma); and "Implications of Proposed Tax Law Changes and Other Considerations for Retirement Planning" (Peggy Heim, Richard Raymond). (SW)

ED 276 394

Payme Kathleen Kirschner, Alan H.

UNCF Statistical Report of the Member Institutions, 1966.

United Negro College Fund, Inc., New York, N.Y.

Pub Date—86

UNCF Statistical Report of the Member Institutions, 1996.
United Negro College Fund, Inc., New York, N.Y. Pub Date—86
Note—86p.; For the 1984 report, see ED 250 976.
Available from—United Negro College Fund, Inc., 500 Bast 62nd Street, New York, NY 10021.
Pub Type—Numerical/Quantitative Data (110)—Reports—Descriptive (141)
EDRS Price - MP61/PC34 Plus Postage.
Descriptors—"Black Colleges, Black Students, College Faculty, College Students, Degrees (Academic), Educational Finance, "Barollment Trends, Expenditures, Financial Support, Geographic Distribution, Graduate Study, Higher Education, "Institutional Characteristics, Place of Residence, "Private Colleges, "Student Characteristics, Student Costs, Student Financial Aid, "Teacher Characteristics, Undergraduate Study Identifiers—"United Negro College Fund Information is presented on enrollments, faculty, degrees, student finances, and institutional finances at 43 private, predominantly black colleges and universities that are members of the United Negro College Fund (UNCP). Information provided for each UNCP campus includes: fall enrollments for 1981-1985, full-time and part-time enrollment by sex, undergraduate and graduate enrollment by sex, undergraduate and graduate enrollment by sex, undergraduate and graduate enrollment by sex, undergraduate in fundament by take, to the provided for each UNCP campus includes: fall enrollments for sex, under provided and supplies of the provided and expenditures, and total endowment. Data on six typus of student financial sid are provided along with costs for tudent financial aid allocations, institutional order for the provided and projections for 1985-1987, current fund revenues and expenditures, and total endowment. Data on six typus of student financial sid are provided along with costs for tudent financial sid are provided along with costs for tudent financial sid are provided along with costs for tudent financial sid are provided along with costs for tudent financial sid are provided along with costs for tudent financi

ED 276 395

Robert, George H.

Developmental Education: An Historical Study.
Pub Date—[86]
Note—23p; Best copy available.
Pub Type—Historical Materials (060) — Opinion
Papers (120)
EDRS Price - MF01 Plus Postags. PC Not Available from EDRS.
Descriptors—Basic Skills, "College Preparation,
"College Students, "Developmental Studies Programs, "Educational History, Higher Education,
"High Riak Students, Nontraditional Students,
Skill Development, Student Development
The provision of developmental education to the
academically underprepared student in colleges and ED 276 395 HE 019 915

universities in the United States is traced historically. U.S. colleges admitted underprepared students before the advent of open admissions and equal opportunity policies. In fact, the presence of underprepared students in American colleges has been documented since the seventeenth century. In the days of the colonial college, wealth, more than ability, decided who went to college. During the mid-eighteenth century, state universities had pre-paratory departments. While in the early nineteenth century church-related colleges for men served as the paradigm of U.S. higher education, at the end of the century various kinds of colleges served a wider clientele. The development of land-grant colleges that the continuous colleges that experienced problems with the academically deficient student in the late nineteenth century. Attention is also directed to the significance of the appearance of black colleges, junior or community colleges, remedial reading and how-to-study courses, the G.I. Bill, emphasis on individual student development as well as basic skills development, and developmental education programs in Louisians. (SW)

ED 276 396 HE 019 916 Turner, John B. And Others CGS Task Force on Minorities in Graduate Educa-

tion. Council of Graduate Schools in the U.S., Washing-

COS Task Force on Minorities in Graduate Education.

Council of Graduate Schools in the U.S., Washington, D.C.
Pub Date—Jun 86

Note—47p.; Some tables have faint print.
Pub Type—Reports - Descriptive (141)

EDRS Price - MF91/PCU2 Plas Postage.

Descriptors—Advisory Committees, Advocacy,
"Change Strategies, "Graduate Students, Graduate Students, Graduate Students, Graduate Students, Graduate Students, Graduate Students, Graduate Students, Public Relations, "School Holding Power,
"Student Recruitment
Identifiers—"Council of Oraduate Schools
Ten recommendations for increasing minority participation in graduate education are offered by
the Council of Graduate Schools (COS) Task Force on Minorities in Graduate Education. The recommendations are submitted for approval and implementation by the Board of COS. The recommendations are submitted for approval and implementation by the Board of COS. The recommendations include the following: COS should segin a Minority Dean in Residence Program; COS should serve as a clearinghouse to collect and disseminate information on minority issues on campusea, and legislation on minority issues on campusea, and legislation on minority issues on campusea, and legislation on minority students; COS should surhorize the publication of a guide on successful minority graduate recruitment, retention, and placement strategies; COS should in a professional editor to work with graduate deans to develop a booklet describing graduate education and opportunities resulting from graduate students, faculty, and staff at COS institutions. The students, faculty, and staff at COS institutions, the appendixes, which comprise five-sixths of the document, consist of supplementary materials to support students, faculty, and staff at COS institutions. The spendixes, which comprise five-sixths of the document, consist of supplementary materials to support students, faculty, and staff at COS institutions. The spendixes, which comprise five-sixths of the document, consist of supplementary materials to supp

## IR

IR 012 362 ED 276 397

Riiz, Ulia
Technology and Science in School and Society:
Education, Training, Subsequent Training.
National Swedish Board of Education, Stockholm.
Pub Date—May 86

Note—14p. Journal Cit—School Research Newsletter; n4 May

Pub Type— Collected Works - Serials (022) — Information Analyses (070) — Reports - Descripformation tive (141) Price - MF01/PC01 Plus Postage.

Pescriptors—Attitudes, Compulsory Education

\*Curriculum Development, Developed Nations

Educational Change, Elementary Secondary Education, Pereign Countries, National Program

\*Political Influences, \*Required Courses, \*Social

Change, \*Technical Education, Technological

Advancement, \*Technological Literacy

cation, Foreign Countries, National Programs, "Political Influences, "Required Courses, "Social Change, "Technical Education, Technological Advancement, "Technological Literacy Identifiers—"Sweden
This report on current research at Sweden's University of Linkoping on the dynamics of technical progress, social change, and continuous educational reform focuses on the four major sub-studies that, with a number of more limited surveys, make up the project on Technology and Science in School and Society: Educatic., Training, Subsequent Training. The starting point of this project was Sweden's introduction of the 1980 Compulsory School Curriculum (Lgr 80), which mandates the teaching of technology at all three levels of compulsory schooling, Each of the four major sub-studies is described. (1) "Technology at all three levels of compulsory schooling, Each of the four major sub-studies is described. (1) "Technology at all three levels of ompulsory schooling, Each of the four major sub-studies is described. (1) "Technology as Example of Making and Installing a Curriculum," which deals with the political and education-administrative process during the 1970s; (2) "Science Technology INSET and Pupil Attitudes toward Technology," which examines the effects of science/technology, on classroom teachers and the attitudes of 12- to 13-year-old students toward technology, "Beducational Activities of the Labor Movement 1945-1970. Attitudes to Technology and Education," which discusses whether, and if so, how this "technology," Minor surveys concerned with humanistic perspectives in technical education and technology, and sciencions related ducation and technology, in school teaching materials are briefly described, and 10 publications rea all in Swedish.) (DJR)

ED 276 398

Harasim, Linda Johnson, E. Marcia

Educational Applications of Computer Networks
for Teachers/Traisers in Outsrie. Education and
Technology Series.

Ontario Dept. of Education, Toronto.
Report No.—ISBN-0-7729-1217-3
Pub Date—[86]
Note.—1350.

Ontario Dept. of Education, Toronto.
Report No.—ISBN-0-7729-1217-3
Pub Date—[86]
Note—135p.
Note—135p.
Pub Type— Guides - Non-Classroom (055) —
Tests/Questionnaires (160) — Reference Materials - Bibliographics (131)
EDRS Price - MPB1/PC06 Plus Postage.
Descriptors—Adult Learning, Annotated Bibliographics, Comparative Analysis, \*Computer Assisted Instruction, \*Computer Networks, Distance Education, Electronic Mail, Elementary Secondary Education, Electronic Mail, Elementary Secondary Education, Foreign Countries, Guidelines, \*Inservice Teacher Education, \*Instructional Innovation, Interviews, Literature Reviews, Professional Development, Questionnaires, \*Teleconferencing, \*Trainers Identifiers—\*Ontario
Existing knowledge of computer conferencing is synthesized to indicate how it could address some of the current professional difficulties faced by Ontario teachers with regard to computers in the classroom, and strategies and guidelines for introducing such a computer-mediated learning approach into educational activities are provided. This report includes background information on the study; discussions of the research methodology and issues for professional development for teachers in Ontario; descriptions of educational applications of computer conferencing; and conclusions and recommendations for establishing a Computer Learning Network Ontario. Extensive appendices provide the following information: (1) descriptions of computer conferencing systems; (2) descriptions of computer reports; (4) structured interview forms; and (5) examples of computer messaging and conferencing. A detailed annotated bibliography is also included. (KM)

ED 276 399

IR 012 387

ED 276 399 IR 012 387
Woehlke, Paula Lee
An Evaluation of SYSTAT 2.1.
Pub Date—19 Apr 86
Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20,

1986).
Pub Type— Reports - Evaluative (142) —
Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Pestage.
Descriptors—\*Computer Software, \*Microcomputers, Professional Occupations, \*Statistical Analys-

ers, Professional Occupations, "Statistical Analysis
This report provides a detailed description and
evaluation of the SYSTAT 2.1 microcomputer statistics system for professional statisticians. Information provided includes the producer, versions
available and compatibility, and a description of
each of the 11 modules that make up the SYSTAT
package. Discussion of the usability of the software
includes descriptions of SYSTAT's 417-page documentation manual and three manual supplements,
information on the ease of using and running programs, and information on program output, accuracy, and user services. It is concluded that
SYSTAT 2.1 is fast, provides clear output, has routines for completing most common analytic procdures, is reasonably priced, and has adequate
support valiable. While it is not recommended as a
teaching tool, it is suggested that the system could
be used in conjunction with a statistics course as
a good example of the power of microcomputers for
statistical analysis. It is recommended for those
toking for a general purpose statistical package for
the most common brands of microcomputers. Nine
figures include examples of SYSTAT's numerous
help screens and output, and graphic output from a
standard IBM graphics printer. (DJR)

IR 012 389

ED 276 400

standard IBM graphics printer. (DJR)

ED 276 400

Dickson, W. Putrick
Experimental Software Pro., ct: Final Report. Program Report 56-16.
Wisconsin Univ., Madison. School of Education. Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jul 86
Grant—NIE-G-84-0008
Note—S2p.
Pub Type—Computer Programs (101) — Reports
- Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Computer Assisted Instruction,
"Computer Software, Elementary Education, Elementary School Students, Feedback, Input Output Devices, Learning Processes,
"Microcomputers, "Systems Development,
"Videodisks, "Word Processing, "Writing (Composition)
Identifiers—Voice Recognition
Focusing on the application of new technologies to the creation of rich environments for writing, this project entailed the assembling of a low-cost microcomputer system that included a microcomputer, speech synthesis, voice recognition, and videodisk player. A variety of alternative input devices were explored, and software that permitted the smooth integration of these different technologies was developed, Summaries are provided of the development and pilot testing of the Talking Text Editor, exploration of videodisks and development of the Name Frame Program as a bridge between the Video Browser Program, development of the Name Frame Program as a bridge between the Video Browser Program as a bridge between the Video Browser and the Talking Text Editor, pilot testing of the videodisk integrated with word processors, and pilot testing of the voice recognition system. References are provided, and program listings for the Integrated Writing Environment Software (Talking Text Editor, Video Browser Program, and Name Frame Program) are appended. (KM)

ED 276 401 IR 012 391

Hall, Stephen C.
Thoughts on Emerging Technology,
Harvard Univ., Cambridge, MA. Office of Information Technology.
Pub Date—86
Note—9p.
Journal Cit—Information Technology Quarterly; v5
n1 p13-20 Spr 1986
Pub Type— Opinion Papers (120) — Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.

cies (080)
EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—\*Computers, Computer Software,
\*Educational Planning, \*Educational Technology, \*Putures (of Society), Higher Educatioe, Information Dissemination, Information Networks, \*Information Technology, Management Systems, Science and Society, \*Technological Advance-

Identifiers—Harvard University MA, \*Manage-ment Styles

Technology is growing in exponential leaps as capabilities increase and prices decrease. In some cases, advancement occurs so rapidly that, just as one technology becomes known, a succeeding one emerges. Such rapid change introduces a need for frequent reevaluation of equipment and application strategies and of the organizational learning process; it takes considerably more work to get individuals to apply their acquired skills collaboratively than it does to train them singly. It is important for every organization that can benefit from or be sfeeted by technological innovations to attend closely to developments, and to cultivate an appreciation for both the full costs and the repiscement costs associated with information technology. Educational institutions in particular must learn to become aware of the true costs of technology and become aware of the true costs of technology and the consume a significant portion of all faculty operating budgets in the future as universities learn to manage older technologies, while newer technologies, demanding fresh perspectives and approaches from management, are introduced. (KM)

ED 276 402

IR 012 393 ED 276 402

ED 276 402 IR 012 393
Sakamoto, Takashi
Instructional Technology Research in Japan: Today and Tomorrow.
Pub Date—19 Apr 86
Note—22p.; Paper presented at the Annual Meeting of the American Educational Research (67th,
San Francisco, CA, April 16-20, 1986).
Pub Type— Information Analyses (070) — Reports
- Descriptive (141) — Speeches/Meeting Papers
(140)

Pub 1ype—Imorimation Analysis (1/10)—Reports
- Descriptor (141) — Speeches/Meeting Papers
(150)

EDRS Price - MPUL/PCUI Plus Postage.

Descriptors—'Audiovisual Aids, Budgets, Computer Uses in Education, Educational Radio, Educational Research, "Educational Technology,
Educational Television, Evaluation, Foreign
Countries, Government Role, Literature Reviews,
Media Research, Media Specialists, "Microcomputers, Periodicala, Professional Associationa,
"Research Projects, Teaching Methods
Identifiers—'Japan
The goals of instructional technology in Japan are
enumerated, and significant aspects of the field are
presented as follows: (1) an overview of the environment for instructional technology is given in terms
of academic societies and professional associations,
academic and popular journals and magazines, diffusion of media and budget, and recent trends in
governmental policies; (2) six categories of instructional technology research are listed; (3) competencies required of specialists in educational
technology and the specific areas of teaching
and media studies/audiovisual materials; (3) the use
of microcomputers is discussed; and (6) research in
the teaching, learning, media, subject areas, special
education, and media literacy aspects of instructional technology is arxamined, Finally, current and
future problems in instructional media are considered. Supporting data are presented in three tables,
and references are provided. (KM)

ED 276 403

ED 276 403

A Microcomputer Utilization Study, K-12. Beverly
Hills Unified School District.

Los Angeles County Office of Education, Downey,

CA.
Pub Date—May 86
Note—89p.; Appendix C contains small print.
Pub Type—Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MP01/PO4 Plus Postage.
Descriptors—Articulation (Education), Computer
Software, "Computer Uses in Education, Curricujum Development, "Education, Input Output
Devices, Inservice Teacher Education, "Microcomputers, Personnel Needs, Policy Formation, School Funds, School Statistics, School
Surveys, Tables (Data), "Use Studies
Identifiers—"Beverly Hills Unified School District
CA

CA
This report is designed to provide the Beverly
Hills Unified School District with an analysis of
current utilization of microcomputers throughout
the instructional program and to provide recommendations for practical changes to refine the dis-

trict's microcomputer program. Data were collected through a variety of methods, including the administration of an attitudinal survey to a representative sample of board members, parents, students, and teachers; on-site visitations; interviews; and review of district documents. Survey procedures are described, a detailed analysis is presented for selected survey items; and findings and recommendations are presented for the areas of curriculum, training, articulation and coordination, software, hardware, staffing, policy and planning, and funding, both in summary form and in detail, for the elementary schools, the high schools, and the district. Classroom observation guidelines, the survey instruments, and extensive survey data for all groups with questionnaire items are appended. (KM)

IR 012 398

ED 276 404

ED 276 404

IR 012 398

Carey, Regum Gall, Meredith

Patterns of Microcomputer Use at Home and at

School by Secondary School Students.

Pub Date—Apt 86

Note—8p.; Paper presented at the Annual Meeting
of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Computer Literacy, "Computer Uses in Education, Educational
Assessment, Home Study, "Microcomputers,
Recreation, Secondary Education, "Secondary
School Students, Surveys, "Use Studies

Identifiers—Computer Games, "Computer Users,
Eugene Public Schools OR, "Home Computers
This study investigates whether the recommendations for increased emphasis on computer technology in education made by such organizations as the
National Commission on Excellence in Education,

In National Science Board, and the Office of the
Assistant Secretary for Educational Research and
improvement are being needed formally in the public school system and informally in the home. Data
were acquired by a survey of a stratified random
sample of 983 students in the four secondary
schools of the Eugene, Oregon, school district. The
questionnaire used solicited information in the following areas: (1) microcomputing activities engaged
in at school and time spent on each activity; (2)
microcomputing activities engaged in at home and
at school and time spent on each activity; (2)
microcomputers in the source of the students in the
study used a microcomputer; that computers are
being extensively used by secondary students both
at home and at school; and that students in the
serves and at school; and that students both
at home and at school; and the students in the
sculpt and a wider variety of computer-based
activities than students at school Moreover, the use
of applications software at home indicates some
transfer of the school's emphasis on the "computer
as a tool" to computer use in the home. S

ED 276 405 IR 012 399

ED 276 405 IR 012 399
Woodward, Arthur
Photographs in Textbooks: More Than Pretty
Pictures?
Pub Date—Apr 86
Note—27p; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). Photographs may not reproduce well.
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plas Postage.
Descriptors—Captions, Civics, "Content Analysis, "Illustrations, "Instructional Effectiveness, "Photographs, Secondary Education, "Textbook Content, Textbook Research
This study analyzed the photographs and other illustrations from chapters covering subject matter common to seven secondary-level civics textbooks—the Constitution, the federal court system, local government, and economic systems—in order to determine how instructionally relevant they were to teaching and learning the content and concepts that constitute each chapter. A total of 28 chapters containing 257 photographs, 62 charts, and 28 carsons were examined, with emphasis on the relationship of photographs to content and the presence and effectiveness of photographs ortion of the photographs were poorly selected, did not relate to chapter content in any meaningful way, and were often

used as fillers or decoration. References and a list of the textbooks analyzed are provided, and statistical results are presented in four tables. Reproductions of 27 photographs referenced in the text are also included. (KM)

results are presented in four tables. Reproductions of 27 photographs referenced in the text are also included. (KM)

ED 276 406

IR 012 401

Moosen. Isf Scheenmaker, Jan Productions Techniques for Computer-Based Learning Material.

Twente Univ. of Technology, Enachede (Netherlands).

Report No.—COI-86-611

Pub Date—Apr 86

Note—15p.; Paper presented at the Annual Meeting of the American Educational Rescarch Association (67th, San Prancisco, CA, April 16-20, 1986). A publication of the Centrum voor Onderwijs en Informatietechnologie.

Pub Type—Reports — Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price —MPPI/POI Plus Prestags.

Descriptors—\*Computer Assisted Instruction, \*Computer Software, Foreign Countries, Government Role, \*Instructional Design, \*Instructional Development, \*Production Techniques, Teacher Education Identifiers—Netherlands

Experiences in the development of educational software in the Netherlands have included the use of individual and team approaches, the determination of software content and how it should be presented, and the organization of the entire development process, from experimental programs to prototype to final product. Because educational software is a relatively new phenomenon in education itself, it is not easy to determine in selvance the stags at which it would be profitable to publish the materials developed. Contante tools, project management and system development methodologies, and the organization of education into macro, meso and micro levels have been developed to support software development; Working out problems has led to splitting the development methodologies, and the organization of computers in education, the Dutch government has established the 5-year "informatics Stimulation Flam"; three development centers, each one specifically simed at a particular sector of educational software in education, the Dutch government has established the 5-year "informatics Stimulation Flam"; three development centers, each one specifically simed at a particular sect

ED 276 407 IR 012 403

ED 276 407

Abler, Rose M. Sedlacek, William E.

Sex Differences in Computer Orientation by Holland Type, Research Report #3-86.

Maryland Univ., College Park. Counseling Center.

Pub Date—[85]

Note—20p.

Pub Type— Reports - Research (143)

EDRS Price - MPDI/PCDI Plus Postage.

Descriptors—"Attitude Measures, "College Freshmen, "Computers, Higher Education, Multivariate Analysis, "Psychological Characteristics, "Sex Differences, "Student Attitudes, Vocational Aptitude, Vocational Interests Identifiers—"Holland Vocational Preference Inventory, University of Maryland College Park

Inspired by the increasingly important role of computers in vocational preparation and the practical value of determining curriculum and program needs on the basis of student vocational interests, an investigation of the differences in computer attitudes among students depending on their Holland type and their sex was initiated. Data were collected from a sample of 289 incoming freshmen (445 male, 565 female) at the University of Maryland, College Park. The subjects completed the Computer Attitude Scale (Loyd and Gressard, 1984), and were assigned a Holland vocational type (Realistic, Investigative, Artistic, Social, Enterprising, or Conventional) on the basis of their responses to an item which asked them to list, by occupation, their tep three vocational goals. Results indicate that: (1) fe-

males are significantly more anxious, less confident and lower in computer liking than males; (2) Enterprising types are significantly more anxious, less confident, and lower in computer liking than Realistic or Investigative types; and (3) Artistic types are significantly more anxious than Realistic types and less confident and lower in computer liking than both Realistic and Investigative types. Statistical results are presented in four annotated tables, and references are provided. (Author/KM)

IR 012 405 Edwards, Peter Sofo, Frank Teleseminars and Teacher Education. Research

Report.
Pub Date—86
Note—65p.
Pub Type— Guides - Classroom - Learner (051) —
Reports - Research (143) — Tests/Questionnaires

Pub Type—Guides - Classroom - Learner (051)—
Reports - Research (143) — Tests Questionnaires (160)

EDRS Price - MPDL/PCB Plus Postage.

Descriptors—Communication (Thought Transfer),

\*\*Distance Education, Foreign Countries, Higher Education, \*\*Instructional Design, Instructional Effectiveness, Questionnaires, \*\*Student Reaction, \*\*Tescher Education, Tesching Methods, \*\*Teleconferencing, Transparencies Identifiers—Monash University (Australia), \*\*Signadou College (Australia), \*\*Teleseaminars\*

This exploratory study developed instructional materials designed to maximize learning through individual and group interaction and used the materials to examine the effectiveness of a teleseminar approach for interactive distance presentations. In this teleseminar model, duplicate sets of overhead transparencies with overlays and other materials for a teacher training course were used at two venues (Monash University in Monash and Signadou College in Camberra) in a single-line Telecom connection. Detailed information was included on the overhead transparencies, and teacher trainees at Canberra were able to actively work through the material with the presenter at Monash. This arrangement allowed for continuous interaction the user of the supplementation and the teleseminar model is advanced as an important consideration in the development of distance education. A copy of the assessment questionnaire is included, and references are provided. distance education. A copy of the assessment ques-tionnaire is included, and references are provided. Copies of the 31 overhead transparencies used as the content for the teleconferencing seminar are appended. (Author/KM)

ED 276 409

ED 276 409
Ruggiero, Richard M.
Television Captioning, Interference, and A Hearing Audience: A Media Management Question.
Pub Date—18 Apr 36
Note—14p; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20,

1986)

ciation (67th, San Francisco, CA, April 15-20, 1936).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF61/PC01 Plus Postage.
Descriptors—Attitude Measures, "Captions, "Educational Television, Hearing Impairments, Higher Education, "Instructional Effectiveness, Media Selection, Pretests Posttests, Questionnaires, "Student Attitudes, Undergraduate Students Identifiers—Likert Scales Intended to assist media managers in making appropriate decisions and planning allocations of resources for an instructional program, this study was designed to determine if captions displayed on instructional video programs interfere with learning in hearing audiences. Subjects were 80 university students enrolled in five undergraduate general education classes, who were randomly assigned to one of two groups of 40 subjects, all of whom were drawn from a hearing population. The materials used included a 30-minute instructional videotape, a 35-item test on content, a 12-item self-report questionnaire which was used to obtain demographic data on the subjects, and a 16-item Likert-scaled postquestionnaire which assessed the attitudes of the students toward captions and viewing captioned materials in an instructional setting. Results indicated no significant differences in the scores on the stof knowledge between subjects who viewed the video with captions displayed and the group who viewed the identical video presentation without captions. Tables comparing survey results are in-

cluded and 16 references are listed. (DJR)

ED 276 410 TP 012 407

ED 276 410

McLellan, Iain
Television for Development. The African Experience. IDRC Manuscript Report.
International Development Research Centre, Ottawa (Ontario).
Report No.—IDRC-MR121e
Pub Date—Jan 86
Note—165p.; Photographs may not reproduce clearly.
Pub Type— Reports - Descriptive (141)
EDRS Price - MP01/PC07 Plus Postage.
Descriptors—Agricultural Education, Cost Effectiveness, "Developmental Programs, "Educational Television, Foreign Countries, Health Programs, Interviews, "Media Selectioe, "Nonformal Education, Political Influences, "Programing (Broadcast), Womens Education.

Countries, Heatth Programs, Interviews, "Meems Selection, "Nonformal Education, Political Influences, "Programing (Broadcast), Womens Education
Identifiers—"Africa
Based on visits to and interviews in 14 countries (Senegal, The Cambia, Niger, Ivory Coast, Nigeria, Zaire, Congo, Zambia, Zimbabwe, Cameroon, the United States, France, Italy, and Canada) this report provides a detailed accounting of the present and potential use of television to support development through non-formal educational programming in Africa. Past experiences, current experiments, and future possibilities for improving the capacity of television to serve as a tool for development are outlined and examples are provided. Where television failed and why it is considered a disappointment as an educational tool in Africa is also discussed, but the major focus of the report is on how television can get back on track and what the chances are for making changes. Ways to enhance television's message reception such as group viewing, the use of government television sets powered by solar energy, and complementing television respectives under the properties of the chances are for making changes. Ways to enhance television's message reception such as group viewing, the use of government television sets powered by solar energy, and complementing television respective surveying, pretesting television's capacity to educate, including the use of drama to present socially-relevant messages, decentralized and narrowcast use of video, and the importance of formative surveying, pretesting, and feedback. Section 3, which considers several areas in which television can potentially help, focuses on educating women in such a way as to inspire their participation in the development process, agriculture, and health care education. The country of Cameroon is examined as a microcosm of an African television service. Discussions of cost-effectiveness and political considerations involved in the "reinvention" of television barnetic by an arrative explanations. (Author/D

ED 276 411 IR 012 408

ED 276 411

Emiliorich, Catherine Miller, Gloria E.

Verbal Mediation in Logo Instruction: Learning from a Vygotakian Perspective.

Pub Date—Apr 86

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). 1986).

1986).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Computer Uses in Education, Educational Theories, Elementary Education, Epistemology, "Learning Processes, "Metacognition,
Psychological Studies, "Research Needs, Research Projects. search Projects
Identifiers—\*LOGO Programing Language, Vy-

Identifiers—\*LOGO Programing Language, Vygotsky (Lev S)
This brief review of how computers are currently being used and studied in the schools stresses ways in which computers will be used to enhance learning and development, and the need for research on computer learning to consider the multi-functional uses of computers in various contexts, instead of seeing it as a medium with a single effect on learning. A mediational approach based on research with first grade children learning Logo is suggested, and it is argued that any research on computer usage needs to employ a multi-layered approach accounting for: (1) value questions concerning learning content; (2) the social context in which computers are placed; and (3) theoretical principles explaining the process of learning with computers. The choice of

Logo for research on learning and development and the structuring of Logo instruction to take into account both the social context of learning and theoretical principles are explained, and the learning environment created through Logo is described in the context of Vygotsky's work and its relationship to the field of metacognition. It is concluded that the value of Logo lies in its propensity to give children a feeling of success; however, it is felt that the implementation of a full-blown computer curriculum for Logo compiete with workbooks and how-to-instruction would be premature, and that researchers need to use both naturalistic and experimental methods to sort out effects of learning on different types of learners in different contexts. (DJR)

ED 276 412 IR 012 409
Implementation of Principles of Technology.
Three Case Studies.
Agency for Instructional Technology, Bloomington, IN.

IN.

Peb Date—36

Note—57p.

Available from—Agency for Instructional Techno ogy, Box A, Bloomington, IN 47402 (\$2.50).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Studies, Course Description

Formative Evaluation, High Schools, Pilo

Projects, Program Implementation, \*Secondar School Curriculum, \*Technology, \*Vocational Education

This research.

Projects, Program Implementation, "Secondary School Curriculum, "Technology, "Vocational Education
This report describes a collaborative project between the Agency for Instructional Technology (ATI), the Center for Occupational Research and Development (CORD), and a consortium of 42 states and provincial education agencies in developing an applied science course, Principles of Technology, for high school vocational students. The project underwent considerable pilot testing during the 1985-86 academic year using a formative evaluation process. Case studies from three diverse cultural, secographic, and academic settings are presented which provide an in-depth look at the problems and solutions involved in the integration of this course into their curriculums. The course consists of 14 units, each focusing on a principle that underlies today's technology. The 14 units are intended to be covered over 2 years; the first 9 sequentially, and the second 5 at the teacher's discretion. Each unit consists of a student manual, a teacher's guide, hands-on laboratories, and video programs. Each of the studies the serious facility allocations, course credit, teacher selection, and student recruitment are included. A listing of the participating agencies and names of the content review team are appended. (DJR) pended. (DJR)

ED 276 413 IR 012 410

Daley, Richard, Ed.

ITV Utilization Ideabook, 1985. A Collection of Outstanding Utilization Practices That Support Classroom Use of Instructional Television.

Agency for Instructional Technology, Bloomington, IN.

Note—76p.; For the 1986 edition of this ideabook, see IR 012 411.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF91/PC04 Plus Postage.
Descriptors—\*Advertising, \*Awards, Basic Skills, Career Guidance, \*Class Activities, \*Bducational Television, Elementary Secondary Education, \*Instructional Materials, Microcomputers, \*Reference Materials, Special Education, Telecomferencing

structional Materials, Microcomputers, Tecenence Materials, Special Education, Teleconferencing
The Agency for Instructional Technology recently conducted its first national contest to search out the best promotion and utilization ideas that instructional agencies use to increase use of instructional video materials; this compilation of the best ideas submitted for the competition is intended to serve as a reference for instructional technologists. The activities described are listed under four major categories: (1) Workshops, which includes two projects for teacher training on educational television (ETV); (2) Curriculum Integration, which includes a teacher inservice program to improve writing instruction; a project designed to use the "Think About" series effectively; activities in the ar-

eas of science for the second and third grades, social studies for the fifth grade, and reading/vocabulary development for the fourth grade; a resource catalog of instructional television (ITV) series; and the integration of ITV resources into state guidelines; (3) Fromotion, which includes a "School Television Flanning Book" designed for use by teachers, design of an ITV handbook to resemble TV Guide; an ITV newaletter from a broadcasting station; a student testimonial promoting the use of ITV from a history class; use of posters in curriculum areas to help teachers become aware of ITV; a reading contest intended to motivate children to read books in a TV series; "Reading Rainbow," a selected educational series designed to help reduce summer learning loss; teacher utilization awards; a series produced for high school students about aging; the "Family Life Education Brochure"; the Interconnect monthly newaletter; and ITV promo spots; and (4) Production, which includes an ITV teleconference/workshop; a broadcast of sample ITV programs; inservice programs on microcomputers and reading motivation; using ITV to implement state minimum standards for elementary/secondary schools; and the development of indexing and cross-reference materials for curriculums for vocational and handicapped students. (DIR)

ED 276 414 IR 012 411

TeMaxt, Agatha, Ed.

ITV Utilization Ideabook, 1986. A Collection of Outstanding Utilization Practices That Support Classroom Use of Instructional Television.

Agency for Instructional Technology, Bloomingto IN.

Pub Date—86 Note—143p.; For the 1985 edition of this ideabook, see IR 012 410.

see IR 012 410.

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.
Descriptors—\*Advertising, \*Awards, \*Class Activities, Curriculum Enrichment, \*Educational Television, Elementary Secondary Education, Film Libraries, \*Instructional Materials, Media Specialists, Professional Development, Safety Education

Libraries, "Instructional Materials, Media Specialists, Professional Development, Safety Education
In 1985 the Agency for Instructional Technology conducted its second national contest to search out the best promotion and utilization ideas that instructional television (ITV) agencies use to increase use of instructional video materials; and this 1986 compilation of the award-winning ideas is intended to serve as a reference for instructional technologists. The utilizations projects and activities described were entered in the competition under aix major categories: (1) Recognition, which includes award criteris for teacher recognition, description of a program on nutrition for fourth and fifth grade students, and highlights of the media specialist's role in ITV; (2) Professional Development, which includes descriptions of the Training Network Project and the Video Library Project; (3) Curriculum Integration, which includes descriptions of the Youth Vote Project; the ASSET Skills Matrix of courses that address basic competency skills for curriculum areas, "Media in the Curriculum," a writing program for fourth, fifth and sixth grade students, NASA Space Shuttle Mission Watch and Videoconference; and "Acroes Cultures," a workshop series for schools unfamiliar with instructional televisions; (4) Promotion, which includes the "Sights 'N Sounds' Newsletter; Project 'On Camera," public service amouncements on health issues for young people; a 10-minute inservice/promotion/utilization teleseries; KQED's instructional television series; the ASSET Newsletter; and the 1984-85 seacher's manuals outlining a series of instructional programs for elementary and secondary students; (5) Video Tape Library, which includes "Bits and Bytes," a computer awareness videocassette series; and two projects aimed at expanding instructional resources and educational television community to safety hazards. (DJR)

Winkler, John D. And Others

Administrative Policies for Increasing the Use of Microcompeters in Instruction.

Rand Corp., Santa Monica, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-8330-0730-0; Rand-R-

Pub Date—Jul 86 Grant—NIE-G-83-0045

Pub Date—Jul 86
Grant—NIE-G-83-0045
Note—79p.
Available from—Rand Corporation, 1700 Main
Street, P.O. Box 2138, Santa Monica, Ca
90406-2138 (37-30).
Pub Type—Opinion Papers (120) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF91 Plus Postage, PC Not Available from EDRS.
Descriptors—"Administrative Policy, "Computer
Assisted Instruction, Elementary Secondary Education, Incentives, Inservice Teacher Education,
"Instructional Innovation, "Microcomputers,
Motivation, "Policy Formation, Public Schools,
Public School Teachers, Staff Development, Surveys, "Teacher Participation
This report describes the results of a national survey of computer supervisors in 155 public school
districts that currently own microcomputers. Data
from this survey were used to examine the incentive
value of a variety of administrative computer policies for encouraging more widespread participation
to teachers in inservice training and use of microcomputers as a tool for instruction in subject
matter classes. Such policies include technical support, rewards and incentives for teachers, and the
implementation of microcomputer-based instruction. The report presents the conceptual framework
for the study; reviews the literature on improving
participation in inservice training and encouraging
educational innovations; describes the survey and
presents the survey results; and discusses the implications of the findings for educational research and
policy. Statistical data are presented in 12 tables, the
survey instrument is appended, and references are
provided. (KM)

Stuckman. Ralph E. Knapke, Thomas A. Computer Literacy for Teachers: An Instruction Design Consisting of the Knowledge, Process and Attitudinal Domains.

Pub Date—6 Aug 86

Note—9p.

Pub Type IR 012 413

Pub Date—6 Aug 86
Note—9p.
Pub Type— Reports - Research (143)
EDRS Price - MPDI/PCDI Plus Postage.
Descriptors—\*Computer Literacy, "Computers, Computer Uses in Education, Experiential Learning, Higher Education, "Instructional Design, "Teacher Attitudes, Teacher Education A professor instituted an instructional design project with a graduate class during the fall quarter of 1985 to help teachers become more aware of the potential of computers in the curriculum areas. In order to effectively use the computer with school-age children, teachers need success with the three basic components of knowledge, process, and attitude, and aspects of all three are included in the design. The design allows for a limit of 25 teachers to participate in 3-hour sessions in a microcomputer laboratory during an II-week quarter, and individualized materials allow them to progress from simple to complex ideas. In addition, each participant develops a diary in which to summarize and react to significant learning events. Pre-assessment of the 23 study participants indicated that they generally had no comfort level using computers and only a very moderate knowledge level of computer usage. Post-assessment results indicated that all participants gained some degree of computer usage. Post-assessment results indicated that all participants gained some degree of computer usage. Post-assessment results indicated that all participants gained some degree of computer usage. Post-assessment results indicated that all participants gained some degree of computer usage. Post-assessment results indicated that all participants gained some degree of computer usage. Post-assessment results indicated that all participants gained some degree of computer usage. Post-assessment results indicated that all participants gained some degree of computer usage.

Gusther, Robert J.

Correlating ITV Programming with Local Curricula: Or...Got a Match?

Agency for Instructional Technology, Bloomington, IN. ED 276 417 IR 012 414

Note—36
Note—32p.
Pub Type—Guides - Non-Classroom (055) — Reports - Research (143)
EDRS Price - MF01/PC02 Pius Postage.
Descriptors—\*Curriculum Development, Curriculum Guides, \*Educational Television, Elementary Secondary Education, Models, Programing (Broadcast), \*School Districts
This manual presents a tested model for creating correlations between local school district curriculum guidelines and instructional television (ITV) broadcast series. The production of a correlations

"document" that matches television resources to the curriculum is suggested by the model to help teachers better select the instructional video materials they use. This manual includes 11 chapters describing procedures for incorporating ITV into the curriculum: (1) The Buy-In, which discusses the role of the ITV specialist and strategies for gaining support for ITV offerings; (2) The Players, which discusses key personnel whose support is needed to facilitate an ITV correlation; (3) The Punding, which discusses such cost factors as teacher pay and printing; (4) The Timing, which discusses the planning activities of ITV operations; (5) The Place, which discusses facilities for ITV workshop presentations; (6) The Needs, which describes equipment and provides a checklist of needed resources; (7) The Look, which suggests keeping ITV documents simple, clear, and attractive, and proposes different formats; (8) The Workshop, which explains procedures for presenting a workshop about ITV offerings; (9) The Handout, which discusses how to make people aware of the correlations documents; (10) The Repeat, which discusses updating and maintaining sample tapes and guides; and (11) The Summary, which briefly describes the results of the project. Appendices include a breakout of curriculant programming, correlations of ITV programming, and cover pages from correlation documents. (DIR)

IR 012 415

Veitzman, Louis tesigner: A Knowledge-Based Graphic Design Assistant. California Univ., San Diego, La Jolla. Inst. for Cog-

nitive Science.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—ICS-R-8609

Pub Date—Jul 86

Contract—ONIR-N00014-85-C-0133

Note—29p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—\*Computer Graphics, \*Computer Simulation, Decision Making, Design, \*Expert Systems, \*Man Machine Systems Identifiers—\*Computer Assisted Design, Image Analysis

Simulation, Decision Making, Design, "Expert Systems, "Man Machine Systems Identifiers—"Computer Assated Design, Image Analysis
This report describes Designer, an interactive tool for assisting with the design of two-dimensional graphic interfaces for instructional systems. The system, which consists of a color graphics interface to a mathematical simulation, provides enhancements to the Graphics Editor component of Steamer (a computer-based training system designed to adi instruction in the domain of propulsion engineering) by allowing nonprogrammer users of the Graphics Editor to create interactive, dynamic views of the simulation. Designer consists of three interrelated processes, an Analyzer, a Critiquer, and a Synthesizer, which are coupled to a domain-dependent knowledge base consisting of design elements; design relationships; techniques for their identification; sets of constraints for establishing a context or style and for critiqueig a design; and generative techniques for creating design alternatives. The Analyzer parses a design based on the elements and relationships to the domain and records this information in the knowledge base; the Critiquer uses this information along with domain-based design constraints to indicate where the current design succeeds or falls; and the Synthesizer uses knowledge representing the current state of the design to generate design alternatives within a design style. Subsystems incorporated into the system architecture include Steamer's frame-based knowledge representation facility and an assumption-based truth maintenance system. The text is supplemented with several graphic illustrations. A bibliography, an ICS Technical Report List, and a list of earlier reports by people in the Cognitive Science Lab are also provided. (Author/KM)

IR 012 420 Rodgers, Robert J. And Others Fitting Computers into the Curriculus Pub Date—Nov 85

Note—17p.; Paper presented at the National Conference of the National Council of States on Inservice Education (Denver, CO, November 1915). Pub Type—Guides - Non-Clasaroom (055) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computers, Computer Software,
\*\*Curriculum Development, Educational Planning, Guidelines, Input Output Devices, \*Instructional Development, Needs Assessment,
Personnel, School Funds, Teacher Education
This paper provides strategies and insights that
should be weighed and perhaps included in any proposal for integrating computers into a comprehensive school curriculum. The strategies include six
basic stages: Initiation, Needs Assessment, Master
Plan, Logistic-Specifics, Implementation, and Evaluation. The New Brunswick (New Jersey) Public
Schools District serves as a model which provides
examples in describing each stage. Initiation begins
by recognizing a need which can start at any level
of the educational structure through direct or indirect sources. The Needs Assessment considers curriculum, personnel, training possibilities,
hardware/software, computer usage for various departments, support and cooperation of individual
department leaders and staff, and swareness of what
is available and what other school systems are using.
This stage should result in the development of a
rationale for a very general proposal based on an
assessment of board/community support and monetary status, a committee that represents different
levels of the educational community will better be
able to provide input and support for the proposal.
The Master-Plan involves the committee's evaluation of the rationale and assessment as a basis for
more detailed planning and should establish the philicophy, policies, and who is in charge, as well as
dividing the stage into smaller units. Logistics-Specilics addresses the components of training needs,
curriculum development, hardware/software needs,
evaluation, facilities, funding, and scheduling in
more detail. Implementation involves the essential
ingredients of coordination, supervision, and formative evaluation. Evaluation occurs continually once
the plan has been implemented, using such tools as
questionnatires, observations, interviews, documentation

IR 012 421 Higgins, Judith Wood, Arline
Getting the Act Together: Networking with UTLAS.

Higgins, Judint Wood, Arins

Getting the Act Together: Networking with UTLAS.

Pub Date—Jul 86

Note—23p.
Pub Type— Reports - Descriptive (141)

EDRS Price - MPDI/PCDI Plus Postage.

Descriptors—Bibbiographic Utilities, Cataloging,
Elementary Secondary Education, Financial Support, Grantsmanship, Interlibrary Loans, Learning, Resources Centers, Library Cooperation,

"Library Networks, Library Personnel, "Library Planning, "School Libraries, "Shared Library Resources, Union Catalogs

Identifiers—"Boards of Cooperative Educational Services, New York (Westchester), 'University of Toronto Library Automation System
School library piot projects in New York State and the Westchester, New York, Library System are examined as a foundation for building the Southern Westchester Board of Cooperative Educational Services (BOCES) School Library System. The creation of this BOCES system is charted from the processes of obtaining the planning grant, state and the secondary of the database. The University of Toronto Library Automation System (UTLAS) was chosen as a bibliographic utility because it was being used by the contiguous public library system and community college, it had experience dealing with school ibrary clients, and it could produce a local record for school library members. The UTLAS current cataloging experiment is discussed; the progress of the project during the first year is evaluated in relation to the BOCES plan of service; problem areas are pointed out; future development is projected; and the benefits of membership in the library network are enumerated. (Author/KM)

ED 276 421 IR 012 427

Chadwick, Clifton B. Instructional Technology Research in Latin Amer-

Pub Date—Apr 86
Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

ub Type— Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.
Descriptors—\*Cognitive Style, \*Developing Nations, Distance Education, Educational Radio, \*Educational Technology, Evaluation, Foreign Countries, Instructional Design, Learning Strategies, \*Media Research, Microcomputers, Problems, Research Needs, Student Role, Study Habits
Identifiers—\*Latin America

lems, Research Needs, Student Role, Study Habits
Identifiers—"Latin America
Both the broad field of educational technology and research activities in the more limited area of instructional technology in Latin America are examined. Research studies, the current situation, and/or research needs are reviewed briefly for each of the following areas: distance education; microcomputers; educational radio; learning strategies and study habits; instructional and text design; problem areas; behavioral objectives; democratization; student role; cognitive styles; and the effective-ness of educational systems in Latin America. Transfer and implementation studies are noted as being significant innovations in educational improvement in Latin America; and the importance of valuing the ideas, beliefs, interests, and role of the recipients of these innovations, giving them greater levels of participation in critical decisions, and responding to their cognitive styles and interests, is stressed. Most of the 50 references listed are in Spanish. (KM)

ED 276 422 IR 012 428

Whitington, Nil
Instructional Television: A Research Review and
Status Report.
Texas Col<sup>3</sup> and Univ. System, Austin. Coordinating

Petral Col' and Univ. System, Alasian. Coordinating Board.
Pub Date—Jul 86
Note—78p.
Pub Type—Information Analyses (070) — Reports
- Descriptive (141)
EDRS Price - MF91/PC94 Plus Postage.
Descriptors—"Educational Television, Higher Education, "Instructional Effectiveness, Literature Reviews, "Program Implementation.
In January 1985, the Coordinating Board of the Texas College and University System adopted rules and regulations to cover the offering of televised instruction by public institutions of higher education. An executive summary explains the rational of this report, provides the major findings of a literature review, and compares data on enrollments and grade distributions in courses offered via television and in equivalent on-campus clauses from institutions offering televised instruction, Part 1 reviews existing published and unpublished research, evaluation reports, and other materials relevant to the effectiveness of televised instruction, and provides a synopsis of first year activities of Texas' institutions operating under the new rules and regulations. Part 2 describes staff procedures for implementing the rules and regulations, provides a report on a survey of institutions that have received Board authority to offer televised instruction, and presents nine charts depicting enrollments at each institution, a well as grade distributions, comparisons of mean distributions, number of receive sites in use by institution. The appendices include descriptions of the methodologies used for the literature review and the survey, a chronological listing of evaluation an research reports, and orteris for plan approval. An eight-page list of references is included (DJR)

IR 012 435

Mozer, Michael C.
RAMBOT: A Connectionist Expert System That
Learns by Example.
California Univ., San Diego, La Jolla. Inst. for Cognitive Science.

Spons Agency—Office of Naval Research, Arling-ton, Va. Personnel and Training Research Pro-grams Office. ort No.-ICS-R-8610

Report No.—ICS-K-8010 Pub Date—Aug 86 Contract—N00014-85-K-0450

Contract—N00014-85-K-0450
Note—25p.
Pub Type— Reports - Descriptive (141)
EDRS Prices - MF01/PC01 Plus Postage.
Descriptors—Cognitive Processes, "Expert Systems, "Games, Heuristics, Networks, "Observational Learning," Performance, Summative Evaluation
Identifiers—Connectionism, "Parallel Processing, RAMBOT (Expert System), Video Games
One solution to the problem of getting expert

knowledge into expert systems would be to endow
the systems with powerful learning procedures that
could discover appropriate behaviors by observing
an expert in action. A promising source of such
learning procedures can be found in recent work on
connectionist networks, which are massively paralelen etworks of simple processing elements. This report discusses RAMBOT, a connectionist expert
system that learns to play a simple video game by
observing a human player. The game, Robots, is
played on a two-dimensional board containing the
player and a number of computer-controlled robots.
The object of the game is for the player to move
around the board in a manner that will force all of
the robots to collide with one another before any
robot is able to catch the player. The connections
system learns to associate observed situations on the
board with observed moves, and is capable not only
of replicating the performance of the human player,
but also of learning generalizations that apply to
movel situations. Diagrams illustrate the Robots
game, game strategies, and RAMBOT's performance. Listings of references, ICS Technical Reports, and earlier reports from the Cognitive Science
Laboratory are provided. (KM)

ED 276 424 IR 012 437 Bibliop, Robin And Others
The Role of the Australian Open Learning Information Network,
Australian Open Learning Information Network,
Victoria.

Victoria.

Pub Date—86

Note—26p.; Photographs will not reproduce.

Pub Type— Collected Works - General (020)

Reports - Descriptive (141) — Tests/Questionaires (160)

Pub 19pe—Collected works - General (020)—Reports - Descriptive (141) — Testa/Question-naires (160)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—"Distance Education, "Educational Researchers, "Electronic Mail, Poreign Countries, Information Dissemination, "Information Networks, "Information Technology, Information Networks," Information Technology, Information Networks, "Informations Identifiers—Australia, "Australian Open Learning Information Network Three documents are presented which describe the Australian Open Learning Information Network (AOLIN)—a national, independent, and self-supporting network of educational researchers with a common interest in the use of information technology for open and distance education-and discuss two evaluative studies undertaken by the organization. The first document, "AOLIN, A Network for Educational Researchers," defines the network and describes its aims and policites, relationship with Telememo (Telecom Australia's electronic messaging system), development policy and operation, and membership. The second document, "AOLIN's Telememo Bvaluation Project, presents the aims and objectives of a project commissioned by Telecom Australia's whereby AOLIN will assess Telememo as a national service and present recommendations on ways of improving service. The third document, "A Deakin Project on Computer-Based Communications," presents information about a project designed to investigate the human, technical, and cost issues in computer-based communications, used by a group of committed educators, and to develop recommendations for the Distance Education Unit at Deakin University. (KM)

Hannaman, David L. And Others
Development of the Functional Requirements for Simulation in Combined Arms Training (SIM-CAT). Final Report. Research Report 1394. Human Resources Research Organization, Alexandria, Va. IR 012 454

Gria, Va.
Spons Agency—Army Research Inst. for the Be-havioral and Social Sciences, Alexandria, Va.
Pub Date—Jan 85
Contract—MDA903-83-C-0504

Contract—MDA903-83-C-0504
Note—70p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—\*Computer Assisted Instruction,
Computer Networks, \*Computer Simulation, Criteria, Design, Design Requirements, Man Machine Systems, \*Microcomputers, Military
Training, Systems Development, Training Methods

ods
Identifiers—\*Combat, \*Simulation in Combined
Arms Training, Weapons
One means by which subordinate leaders in armor

units can practice command, control, and communication (C3 skills) before participating in field exercises is with the use of a computer supported battle simulation. This report describes the functional requirements and hardware configuration for Simulation in Combined Arms Training (SIMCAT), a computer supported battle simulation that will be used for conducting research on how to train C3 skills in a classroom environment. The functional requirements were derived from a variety of sources, including representative tank platon scenarios, Army Training and Evaluation Programs (ARTEPs), situational training exercises (STXs), and battle drills. Included are the process and representation requirements for terrain, movement, detection/identification, a resources audit, time, and post-simulation feedback. SiMCAT will consist of six networked microcomputers, and will use videodiscs and computer-generated graphics to provide audiovisual cues, which are inherent in tactical situations, to all simulation participants. Voice synthesis and speech recognition technologies will permit trainees to control movement and firing using normal communication protocols. Four tables and three figures supplement the text. (Author/KM)

mal communication protocols. Four tables and three figures supplement the text. (Author/KM)

ED 276 426

IR 012 455

Donahoe, Peter J., Comp.
Directory of Regional Educational Resource Ageacies: The Mid-Atlantic Region.
Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-86-0003
Note—127p.
Pub Type—Reference Materials - Directories/Cataloga (132) — Tests/Questionnaires (160)
EDRS Price - MP01/PO6 Plus Postage.
Descriptors—Clearinghouses, \*Bducational Resources, Information Sources, \*Intermediate Administrative Units, Nonprofit Organizations, Regional Programs, \*State Departments of Education, Surveys
Identifiers—Delaware, District of Columbia, \*ERIC, Maryland, New Jersey, Pennsylvania, \*Regional Educational Resource Agencies
A compilation of responses received from over 100 agencies that participated in a survey conducted in the spring of 1986, this directory lists agencies which, with rare exceptions, meet the following criteria: (1) the agency must be located in the mid-Atlantic region made up of Delaware, the District of Columbia, Maryland, New Jersey, and Pennsylvania; (2) it must not be a for-profit, commercial enterprise; and (3) it must offer some level of services, technical assistance, information resources, or other support to educators other than a mandated constituency or an exclusive membership. Separate listings are provided for state departments of education, intermediate service agencies (New Jersey and Pennsylvania), Educational Resource Information Center (ERIC) Clearing-houses, and finally, the Regional Educational Resource Agencies, a group which comprises the bulk of the directory. Also provided are instructions for using the directory, a primary services index, a primary areas of expertise index, and the survey instrument. (KM)

IR 012 461

ED 276 427 IR 012 461
Delling, R. Manfred, Comp.
International Bibliography of Distance Education
Magazines, Journals and Other Periodicals
-IBIDEM, Preliminary Edition.
Deutsches Inst. fur Fernstudien, Tubingen (West
Germany).
Pub Date—35
Note—111p.
Pub Type—Reference Materials - Bibliographies
(131)
EDBS Price - MEDIA Disc.

(131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Annotated Bibliographies, Developed Nations, Developing Nations, \*Distance Education, Foreign Countries, \*Foreign Language Periodicals, Library Collections, \*Periodicals are periodicals and the periodicals concerned with the subjects of distance education and published in 19 countries. The countries represented are Austria, Australia, Brazil, Canada, Switzerland, Colombia, West Germany, East Germany, Denmark, Spain, France, the United Kingdom, Italy, Norway, the Netherlands, Sweden, Swaziland, Finland, the United States, and Yugosla-

via. Information provided for each entry includes the main title, subtitle and former or subsequent title (as appropriate), frequency, executive editor, editorial board, language(s), information source, addresses, availability, brief description of content, period of publication, and libraries or collections in which the periodical can be found. (Most of the libraries and collections listed are located in West Germany.) Keys are provided for symbols used in the bibliography, and a listing of the referenced libraries and collections includes addresses. (Author/KM)

ED 276 428

IR 012 49

Thinking Across the Disciplines. ISII 1986. Proceedings of the Annual Conference of the international Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11, 1986).

International Society for Individualized Instruction IR 012 493

(15th, Atlanta, Georgia, October 9-11, 1986).
International Society for Individualized Instruction, Chico, CA.
Pub Date—Oct 86
Note—321p. For individual papers from this conference, see IR 012 494-513.
Pub Type—Collected Works - Proceedings (021)—Opimon Papers (120) — Reports - Research (143)
EDRS Price - MP01/PC13 Plus Postage.
Descriptors—Computer Assisted Instruction, "Critical Thinking, Humanities, "Individualized Instruction, "Interdisciplinary Approach, Metacognition, Motivation Techniques, Nontraditional Students, Performance Contracts, Personality Theories, "Problem Solving, Teaching Methods
Papers presented as this conference focus primar-

tional Students, Performance Contracts, Personality Theories, \*Problem Solving, Teaching Methods
Papers presented at this conference focus primarily on the development of critical thinking and problem solving skills. Topics related to critical thinking include metacognition, curriculum development, and teaching strategies in foreign languages, teaching critical reading of literature to develop critical thinking skills, use of guided design in the humanities to teach thinking and assessment skills facilitating various learning styles; creative thinking, and content to master reasoning skills. Papers focusing on problem solving discuss algorithms and computers; the scientific method and mathematics, a guide for nurses dealing with racial issues is also included. Papers discussing individualized instruction include a description of an instructional center designed to deliver college courses across the disciplines; and discussions of the contract as an individual approach to facilitate student learning and strategies for the culturally diverse learner. Other topics addressed include use of the feedback lecture method for nontraditional students; earliching students' experience in the visual arts; a case study of a computer-assisted learning unit in biology; maximing students' writing acroes the curriculum; a motivational approach to student learning and paphic methods of sequential planning and hierarchical ordering to promote reasoning skills. Access to individual papers is provided by a copy of the conference program. (DJR)

ED 276 429 IR 012 494

ED 276 429

Fernandez, Theresa M.

Guided Design: Sensitivity to Black-White Interactions When Giving Nursing Care.

Pub Date—Oct 86

Note—35p.; In: Thinking across the Disciplines.

ISII 1986. Proceedings of the Annual Conference
of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11,

1986): see IR 012 493.

struction (15th, Atlanta, Georgia, October 9-11, 1986); see IR 012 493.

Pub Type—Guides - Classroom - Learner (051) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Pius Postage.

Descriptors—Black Stereotypes, Course Objectives, \*Cross Cultural Training, Faculty Development, Higher Education, Individualized Instruction, Instructional Design, Learning Modules, \*Nursing Education, Physiology, \*Problem Solving, Program Evaluation, Psychological Needs, \*Racial Bias, \*Student Attitudes

Necus, "Racias ions, Attitudes design with Attitudes."
This paper discusses the use of guided design with white student nurses at the Medical College of Virginia Nursing School to help them develop an awareness of and reduce stereotypic responses when they are providing nursing care to black patients. The need for this type of training for both faculty and students is discussed, a series of seminars offered to teach faculty about black-American

perspectives in their disciplines is briefly described, and examples are given of some of the problems that can arise if student nurses are not sware of the physiological and psychological differences in other races and cultures. The learning objectives of the guided design, which directs students to use a problem solving process, are listed; the use of a film on racial prejudice and pertinent articles on black culture and health needs to introduce students to the guided design process is briefly described; and a situation used to begin the problem-solving process and student reactions to the situation are discussed. Dats on student reactions to the guided design that were obtained using a Likert-type scale and a questionnaire are summarized, and it is concluded that the guided design was a successful tool for use with small clinical groups. The packet of materials for the guided design for students in a psychiatric nursing course is appended to the presentation. (DJR)

IR 012 495

ED 276 430 IR 012 49

Knowlton, Leah N.
The Center for Individualized Instruction: An
Alternative to the Traditional College Classroom.

The Center for Individualized Instruction: An Alternative to the Traditional College Classroom.

Pub Date—Oct 86

Note—15p.; in: Thinking across the Disciplines. ISII 1986. Proceedings of the Annual Conference of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11, 1986); see IR 012 493.

Pub Type—Reports — Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price —MP01/POU Plus Pestage.
Descriptors—"College Curriculum, Course Evaluation, Blacuational Administration, "Individualized Instruction, Instructional Design, "Interdisciplinary Approach, "Nontraditional Education, Quicomes of Education, Program Development, Two Year Colleges Identifiers—Middlesex Community College MA This paper examinos the development, organization, and administration of The Center for Individualized Instruction (CII) at Middlesex Community College (Massachusetts), which is designed exclusively for the nontraditional delivery of college courses across the disciplines as an alternative to the college classroom. The paper traces the evolution of CII, both conceptually and organizationally, since its inception in 1982. The conceptual model includes the rationale for CII; its goals and objectives; the relationship between CII and the classroom; and the purchase of course materials and instructional design procedures. The various components of the educational management system; the registration/scheduling system. A profile of the staff is also presented. The reasons students take courses at the CII are identified, with the major reason being the degree of personal accountability and absence of anonymity. The quality of instruction at the CII agiven a high rating by students, who find the educational experience a positive one. (DJR)

ED 276 431 IR 012 496
De Costa, Elena M.
Metacognition and Higher Order Thinking: An
Interdisciplinary Approach to Critical Thinking in the Humanities.
Pub Date—Oct 86
Note—15p.; In: Thinking across the Disciplines.
Bill 1986. Proceedings of the Annual Conference
of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11,
1986); see IR 012 493.
Pub Type—Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MP61/PC01 Plus Postage.
Descriptors—Cognitive Processes, \*Critical Thinking, Curriculum Development, \*Educational Theories, Epistemology, "Interdisciplinary
Approach, \*Metacognition, \*Second Language
Instruction, Teaching Methods
Identifiers—\*Vygotsky (Lev S)
Higher order thinking is active and sustained cognitive effort directed at solving a complex problem
and requires a student to integrate different sources
of information, consider alternative perspectives,
nake critical judgments, and develop and test hypotheses. The important questions in higher order
thinking are the ways learners incorporate new conceptions into current cognitive structures and the
way they replace conceptions that have become disfunctional with new ones. Cognitive skills play an

important role in this process, but the direction of the mind in exactly how to deal with a problem and how to arrive at a visible solution (metacognition) are crucial to creative interactive thought. This pa-per examines critical thinking as well as curriculum development and teaching strategies. The centrality of the arts of Socratic questioning, accurately recon-structing opposing points of view (reciprocity), and engaging in constructive intellectual exchanges (di-alectical reasoning) in an interdisciplinary setting are discussed. Illustrations are taken from L. S. Vy-gotsky's theory of cognitive development with spe-cial emphasis on foreign language curriculum. (DJR)

ED 276 432 IR 012 497

ED 276 432 IR 012 497
Taylor, William M.
Teaching Critical Reading as a Way of Teaching
Critical Thinking.
Pub Date—Oct 36
Note—8p.; In: Thinking across the Disciplines. ISII
1986. Proceedings of the Annual Conference of
the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11,
1986); see IR 012 493.
Pub Type—Guides - Clasaroom - Teacher (052) —
Opinion Papers (120) — Speeches/Meeting Papers (150)

Opinion rapes (150)
pers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Assignments, "Critical Thinking,
"Political Science, "Reading Processes, "Skill Development, Two Year Colleges, "Writing Provelopment, Two Year Colleges,"

velopment, Two Year Colleges, "Writing Processes
Identifiers—Oakton Community College II.

A series of five writing assignments that focus on the critical thinking skills needed for the intelligent reading of political articles that appear in newspars and popular magazines was developed for use in a political science course at Oakton Community College (Illinois). Bach of the assignments begins with a lesson that teaches the specific skills to be used in the reading/writing assignment: (1) distinguishing fact from opinion; (2) determining the author's point of view and how it affects what she/he says; (3) detecting fallacies; (4) comparing and contrasting articles that take different positions on a single issue; and (5) the skill of analyzing and evaluating a given article. In the process of teaching these skills, students are introduced to the research and writing conventions of the political science discipline. All of the assignments are written up, bound, and sold in the bookstore as a required text, which reduces to a minimum the class time required for teaching these skills. Although students tend to grumble about the amount of work, they admit that they find the exercises profitable. (DJR)

ED 276 433 IR 012 498

ED 276 433

IR 012 498

Borchardt. Donald A.

Guided Design as a Think Tank Strategy for Teaching Course Content.

Pub Date—Oct 86

Note—14p.; In: Thinking across the Disciplines.

ISII 1986. Proceedings of the Annual Conference of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11, 1986); see IR 012 493.

Pub Type— Guides - Classroom - Teacher (052) — Opinion Papers (120) — Speeches/Meeting Papers (150)

Pub Type—Guides - Classroom - Teacher (052)—
Opinion Papers (120)—Speeches/Meeting Papers (150)
EDRS Price - MPDL/PCDI Plus Pustage.
Descriptors—Behavioral Objectives, "Cognitive Processes, "Course Content, Decision Making Skills, Evaluation Methods, Feedback, Group Discussion, Instructional Design, "Problem Solving, "Skill Development, Study Guides, Teaching Methods, "Theater Arts Identifiers—"Gui 'nd Design, "Thinking Skills In order to demonstrate how course content can be adapted so that thinking skills are included in the learning experience, this paper uses a unit of study from theater history as a basis for examining how subject matter can be structured with learning objectives, a study guide, a hypothetical problem situation, instructions, and feedback. The process follows a guided design procedure for solving an openended problem using student groups as "think tanks" for decision-making. The described procedure to be followed includes seven points: Learning Objectives (which guides the selection of materials and procedures to be used in the classroom instruction); Study Guide (which provides students with sources of content material); Hypothetical Problem Situation (which adapts content material) the decision-making process using an open-ended problem); Instructions and Feedbacks (which provide ion-making process using an open-ended prob-n): Instructions and Feedbacks (which provide

guidelines for solving the problem); Narrowing Down and Noticing Techniques (which uses the hypothetical problem to narrow down the study of a body of material, and make the problem the center of thinking in order to devise the scheme of instructions and feedbacks); Application of Principles; (which provides practice for students in recognizing stated principles); and Bvaluation (which requires students to reflect on their work and decide if their research and recommendations resulted in an acceptable solution). (DIR) research and recommend centable solution). (DJR)

ED 276 434 IR 012 499

ED 276 434
Trobian, Helen R.
From Family Trees to Decision Trees.
Pub Date—Oct 86
Note—42p; In: Thinking across the Disciplines.
ISII 1986. Proceedings of the Annual Conference
of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11,
1986); see IR 012 493. Some figures contain small

print.
Pub Type— Guides - Classroom - Teacher (052) —
Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.

Pub Type—Guides - Clasaroom - Teacher (052) — Specches / Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Concept Formation, Decision Making Skills, Ethics, "Graphs, Methods, "Models, Moral Values, "Problem Solving, "Sequential Learning, "Vertical Organization
This paper is a preliminary inquiry by a non-mathematician into graphic methods of sequential planning and ways in which hierarchical analysis and tree structures can be helpful in developing interest in the use of mathematical modeling in the search for creative solutions to real-life problems. Highlights include a discussion of hierarchical concepts, probability, and several types of tree structures; a description of the tree methodology used for an introductory course in ethics; a brief history of spatial and abstract hierarchies, the human hierarchy, and a hierarchy of personal achievement; an explanation of Saaty's four-level Analytic Hierarchy Process; a description of a method for quantifying relative values using the Pairwise Comparison Scale; and a discussion of tree structure use of specifying and evaluating goals as graphic aids to decision making. Detailed descriptions and diagrams are given of the use of the decision tree methodology in the ethics course, which includes several sessions on values; a module on decision analysis in ethics; a presentation of the concepts of probability, expected value, and quantitative methods of obtaining optimal value judgments in a biomedical situation; study materials; decision-making exercises to be completed by drawing trees; and assignments. Procedures for analyzing the trees are also provided. Several tables, diagrams, and a variety of examples of tree structures that have been used to facilitate research in several disciplines are included. (DJR)

ED 276 435 IR 012 500

Persaud, Deanna And Others

Facilitating Critical Thinking in Clinical Practice.

Pub Date—Oct 86

Note—10p.; In: Thinking across the Disciplines.

ISII 1986. Proceedings of the Annual Conference
of the International Society for individualized Instruction (15th, Atlanta, Georgia, October 9-11,

of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11, 1986); see IR (012 493.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF91/PC01 Plus Postage.

Descriptors—Case Studies, Clinical Experience, "Cognitive Style, Computer Assisted Instruction, Critical Incidents Method, "Critical Incidents Method, "Nursing Education, "Problem Solving, Simulation, Stress Variables, "Teaching Methods, Theory Practice Relationship Activities to promote the transfer of theoretical knowledge into clinical practice have been developed to facilitate learning by individuals with various learning styles, reduce student stress, and improve teaching methods in a baccalsureate nursing program at the California State University, Chico. Specific activities included innovative applications of critical incidents, feedback lectures, case studies, and computer-assisted interactive video instruction. The feedback lecture was developed out of need to accomplish three goals: (1) integrate teaching and learning styles; (2) increase studies increase include and learning styles; (2) increase studies increase include and learning styles; (2) increase studies increase studies and learning styles; (2) increase studies increase studies increase studies increase studies increase studies increase studies include a shorter lecture with audio-visual materials, presentation of a class activity, and group discussion. Simulation materials have been developed to assist

students in using a decision-making model to work through assigned clinical problems, which include simulated encounters of critical incidents designed to target specific theoretical content and to stimu-late general discussion of the topics presented. Case studies have also been developed to pull the entire nursing program together; they include nodical-sur-gical and maternal-child nursing situations. (DJR)

ED 276 436 IR 012 501

ED 276 436

O'Sullison, Ralph G.

On Some Possible Links between Personality
Theory, Cultural Levels of Adaptation, and
Christian Theology.

Pub Date—Oct 86

Note—27p; In: Thinking across the Disciplines.

ISII 1986. Proceedings of the Annual Conference
of the International Society for Individualized Instruction (15th, Atlants, Georgia, October 9-11,
1986); see IR 012 493.

Pub Type—Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—"Anthropology, Behavioral Sciences,
"Christianity, "Cultural Influences, "Personality
Theories, Self Actualization, Social Sciences,
"Theological Education
Identifiers—Malinowski (Bronislaw), Maslow
(Abraham)
The purpose of this paper is to link several sets of

Identifiers—Malinowski (Bronislaw), Maslow (Abraham)

The purpose of this paper is to link several sets of ideas in personality theory to each other and to Christian theology; link several sets of ideas in personality theory and cultural anthropology to each other and to Christian theology; and demonstrate that various social phenomena are not the domain of any particular social or behavioral science or theology. The specific concerns addressed include: (1) the writings on personality theory by Freud, James, Mead, and several transactional analysts which seem linked to each other and to the Holy Trinity; (2) human adaptation similarities in Maslovian psychology and the cultural functionalism of Malinowski; and (3) some possible Trinitarian foundations to Maslow's self-actualization theory and Malinowski's cultural levels of adaptation. Figures 1 through 4, respectively, depict Common Themes in Personality Theory and Christian Theology; Three Approaches Used in Discussing Maslow's Hierarchy of Needs Theory; Comparison of Maslow's Theory with Malinowski's Ideas; and Common Components of Maslovian Psychology, Malinowski's Anthropology, and Christian Theology. (Author/DJR)

ED 276 437 IR 012 502

thropology, and Christian Theology. (Author/DJR) ED 276 437

ED 276 437

R 012 502

Beare, Patricis G.

The Contract—An Individualized Approach to Competency-Based Learning and Evaluation.

Pub Date—Oct 86

Note—7p.; In: Thinking across the Disciplines. ISII 1986. Proceedings of the Annual Conference of the International Society for Individualized Instruction (15th, Atlanta, Georgis, October 9-11, 1986); see IR 012 493.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Madragogy, "Competency Based Education, Evaluation Criteris, Grades (Scholastic), "Independent Study, "Learning Strategies, Lifelong Learning. Performance Contracts, Self Actualization

The focus of education today is on producing graduates who can function competently in the real life work situation, thus challenging teachers to produce students who are self-directed and self-motivated lifelong learners. The clinical contract is an effective learning strategy in aiding students to become more self-directed and confident. In using a contract, the teacher becomes a facilitator focusing on what the student needs to learn rather than on what is to be taught. The teacher identifies basic competencies in knowledge and skills and then works with the student to identify learning strategies, and criteria for evaluation; the end result is a binding contract for both parties. Students actively share the responsibility for planning and carrying out a learning experience, and perceive their success or lack of it to be determined by their ability to accomplish objectives. The contract is composed of three parts—the competency, the learning strategies, and the evaluation criteria for evaluation the end result is a binding contract for both parties. Students actively share the responsibility for planning and carrying out a learning experience, and perceive their success or lack of it to be determined by their ability to accomplish objectives. The contract is composed of three parts—the competency,

the end of the semester the student presents evi-dence of attainment to the faculty facilitator. (DJR)

ED 276 438 IR 012 503 Lauer, Rochel M. A Course in Thinking for Interdisciplinary Faculty

A Course in Thinking for Interdisciplinary Faculty Groups.
Pub Date—Oct 86
Note—11p.; In: Thinking across the Disciplines.
ISII 1986. Proceedings of the Annual Conference of the International Society for Individualized Instruction (15th, Atlanta, Georgis, October 9-11, 1986); see IR 012 493.
Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Processes, Communication Skills, \*Faculty Development, Higher Education, "Language Processing, \*Nonverbal Communication, Nouns, Sentence Structure, Symbolic Learning

\*\*Clanguage Processing, \*Nonverbal Communication, Nouns, Sentence Structure, Symbolic Learning Identifiers—Pace University NY

This article reflects one seasion of a course in thinking and communicating for Pace University (New York) faculty. The purpose of the course was to heighten awareness that language can seriously misrepresent events which it describes, thus affecting students' ability to perceive, evaluate, and make day-to-day decisions. Beginning with a concrete demonstration, the two worlds of language are emphasized: the nonverbal world (observation through senses) and the symbolic world (mapping or coding observations). A riddle serves to represent how poorly verbal maps fit the territories being talked about, thereby contributing to an inaccurate understanding of what is being observed and what is being asid. To illustrate the important point of misperceiving directions due to language structure, a test composed of aix true/false questions was given to the faculty. (The test, concepts of sentence structures, and specific examples are included.) To aid in clarification between maps and territories, it was suggested that noun-predicate structures should be modified to reveal the dynamics of who, what, where, when, and in what context. It was noted that the principle of remembering that things keep changing is important to socuracy in thinking and communicating, especially when emotionally laden or highly abstract subjects is stressed. For practice, the faculty participated in an exercise of changing subject-predicate generalizations to fit with what they realize is a changing reality; examples are included. (DJR)

ED 276 439 IR 012 504 Larson, Jay Problem Solving with Generic Algorithms and

Larao, Jay
Problem Solving with Generic Algorithms and
Computers.
Pub Date—Oct 86
Note—15p.; In: Thinking across the Disciplines.
ISII 1986. Proceedings of the Annual Conference
of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11,
1986); see IR 012 493.
Pub Type—Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Algorithms, "Computers, Data Processing, Educational Change, Flow Charts, "Problem Solving, Scientific Methodology
Success in using a computer in education as a
problem-solving tool requires a change in the way of
thinking or of approaching a problem. An algorithm,
i.e., a finite step-by-step solution to a problem, can
be designed around the data processing concepts of
input, processing, and output to provide a basis for
classifying problems. If educators concepts of one
how to, rather than on the correctness of the
results, computers in the classroom can speed up the
testing of specific algorithms. Developing an adequate, workable algorithm requires the critical steps
of precisely defining the problem; areful attention
to clarity, detail, and sequence; and a knowledge of
the problem in order to explain the phases and
amaller steps needed to solve the problem. The concepts of pseudocode and flowcharting standardize,
solidify, and simplify the entire process. The ability
to classify problems into one of three general categories (narratives, computational/verbal, and inputs/outputs) provides researchers with the
framework upon which to build new and refine existing algorithms. Suggestions for the problem definition phase and an outline for this presentation are
included. (DJR)

TR 012 505

ED 276 440
Williams, Cal Robertson
The Feedback Lecture Method
Non-Traditional Adult Student. od: Teaching the

Nos-Traditional Adult Student.
Pub Date—Oct 86
Note—13p; In: Thinking across the Disciplines.
ISII 1986. Proceedings of the Annual Conference
of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11,
1986); see IR 012 493.
Pub Type—Guides - Classroom - Teacher (052) —
Opinion Papers (120) — Speeches/Meeting Papers (150)

struction (15th, Atlanta, Georgia, October 9-11, 1986); see IR 012 493.
Pab Type—Guides - Classroom - Teacher (052) — Opinion Papers (120) — Speeches/Meeting Papers (150) — Speeches/Meeting Papers (150) — MP01/PC01 Plus Postage.
Descriptors—Adult Students, Course Organization, "Feedback, Guidelines, Home Economics Skilla, "Lecture Method, Models, Motivation Techniques, "Nontraditional Students Volunteer teachers working with the Oregon State University Extension Service Home Economics Program have found the feedback lecture method of instruction to be effective in reaching nontraditional adult students ranging in age from the mid-40s to the mid-90s. This method provides guidelines for the volunteer-teacher-who may or may not have formal higher education—to follow in presenting a particular lesson. These guidelines take form of nine steps: (1) the teacher determines the students' level of knowledge of the material to be covered by asking a series of questions and providing immediate feedback; (2) the teacher presents the sequential order of the lesson; (3) the teacher provides a list of tasks to be learned and clarifles any uncertainties; (4) the teacher provides a general overview of the material to be covered; (5) actual instruction is provided; (6) students are asked to synthesize and evaluate the newly acquired information in light of their own life experiences; (7) students' comprehension of the new information; on sformally assessed; (8) feedback is provided in printed form for reinforcement; and (9) students are asked to evaluate the instructional process and materials. Each step is summarized by feedback, which makes clear to the students whether the teacher's expectations are being met, and allows the teacher to correct any non-effective teaching practices during the lesson. Transparency masters for use with a lesson on wardrobe planning are attached to this brief report. (DJR)

ED 276 441 IR 012 506

Sturmpfig. Daniel W.
Use of Gudded Design in Teaching Educational
Assessment Skills.
Pub Data—Oct 86

Pub Date—Oct 86
Note—13p.; In: Thinking across the Disciplines.
ISII 1986. Proceedings of the Annual Conference
of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11,
1986); see IR 012 493.

1986); see IR 012 493.

Pub Type— Reports - Descriptive (141) —
Speches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—Course Evaluation, 'Decision Making Skills, 'Educational Assessment, 'Feedback, Group Discussion, Higher Education, Instructional Effectiveness, Measurement Techniques, Preservice Teacher Education, 'Problem Solving, Simulation, 'Special Education Teachers, Student Attitudes, 'Teaching Methods
Identifiers—Guided Design
In order to provide students training to teach

Attitudes, "Teaching Methods Identifiers, "Guided Design In order to provide students training to teach handicapped learners with practice in acquiring and utilizing information about individual pupils in classroom situations, a guided design approach was implemented in a course on decision making that covered the major assessment techniques. A modified guided design book was written for the course which began by describing the method and providing a sample problem. Problems related to developing and using non-standardized assessment in the special education classroom were then presented together with instructions for their use and feedback. Basic information about assessment that was not available in convenient sources and the rationale for decisions reached were incorporated in the feedback. Groups of three to five students worked on the problems for eight 2-hour classes and then developed an assessment device similar to the one used in the problem by following the major steps of decision making. Student opinions of the effectiveness of guided design and their attitudes toward the method were assessed via four rating scales and an open-ended item. The results of this assessment reflected a generally positive response; criticisms cen-

tered around the length of time needed to work through the problems and the need for greater ciar-ity in the instruction. The elaborated feedback sec-tion for one of the problems is included. (DJR)

ity in the instruction. The elaborated feedback section for one of the problems is included. (DJR)

ED 276 442

IR 012 507

Munki, Marilyn L

Aesthetics, the Arts, and Education: The Painter as a Model in Aesthetic Education.

Pub Date—Oct 86

Note—21p; in: Thinking across the Disciplines.

ISII 1986. Proceedings of the Annual Conference of the International Society for Individualized Instruction (15th, Atlanta, Georgis, October 9-11, 1986); see IR 012 493.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—"Aesthetic Education, Art Education, "Artists, Curriculum Development, "Fine Arts, Student Experience

Identifiers—Kandinsky (Wassily), Picasso (Pablo), "Sensory Qualities, Van Gogh (Vincent)

Arguing that the visual arts serve as the focus for potential aesthetic experience in the discipline of art education, this paper describes the influence of the sensory elements of sethetic experience in the surface, and the visual arts to considered from the twisual arts by relating these sensory qualities in their teaching. The work of each of these artists is considered in the context of how their contributions to the visual arts on the considered from the broader perspective of sesthetic education. Special emphasis is placed on the sensory qualities—sounds, colors, odors, tastes, and textures—because they are the most difficult to communicate, and examples illustrating the impact of other art forms on the work of these artists are provided to strest to the significance of these qualities. References and a bibliography are included. (DJR)

TR 012 508

ED 276 443

IR 012 508

McGalliard, William A., Jr.

Highlighting the Scientific Method through Mathematics Problems.

Pub Date—Oct 36

Note—3p; In: Thinking across the Disciplines. ISII
1946. Proceedings of the Annual Conference of the international Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11, 1986); see IR 012 493.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PCDI Plus Postage.
Descriptors—Induction, "Mathematics, "Modela, "Problem Solving, "Scientific Methodology

This paper argues that the introduction of the scientific method in the very rich environments of the natural sciences or human sciences may diaguise the process and create difficulties for students because of the multiplicity of variables involved, whereas the variables present in a mathematical context can be readily manipulated and their numbers are easily controlled. Other advantages to modeling the scientific method in mathematica or identified as the analogy between the processes used in certain mathematical problems and the more generic processes of the accientific method, as many of the step employed in obtaining solutions to problems pattern the behavior used in scientific investigation, e.g., implification, keeping records and collecting data, looking for patterns, hypothesizing and testing, and finally generalizing. (It is pointed out that all of these activities are part of a more general process from the value of using mathematics problems as a model for scientific inquiry, and several sample problems are worked through to demonstrate the value of using mathematics problems as a model for scientific inquiry, and several sample problems are worked through to demonstrate the value of using mathematics problems as a model for scientific inquiry, and several sample problems are worked through to demonstrate the roluction in a masmer similar to that used in scientific inquiry. (DIR)

ED 276 444

Huppert, Jehuda Lazarovitz, Resven
A Case Study of a Computer Assisted Learning
Unit, "The Growth Curve of Microorganisms":
Development, Implementation, and Evaluation.
Pub Date—Oct 86
Note—12p.; In: Thinking across the Disciplines.
ISII 1986. Proceedings of the Annual Conference
of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11,

1986); see IR 012 493.
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF91/PC91 Plus Peatage.
Descriptora—Biology, Classroom Design, Cognitive Processes, Computer Assisted Instruction, "Computer Simulation, Flow Charts, Grade 10, Individualized Instruction, "Instructional Development, "Learning Activities, Pacing, Secondary Education, Teacher Role, Testing
This three-part paper describes the development of a software program called "The Growth Curve of Microorganisms" for a tenth-grade biology class. Designed to improve students' cognitive skills, the program enables them to investigate, through computer simulations, the impact upon the growth curve of a population of three variables: temperature, nutrient concentrations, and initial cell numbers. In presenting the sequence of the developmental steps, the first section of this report examines the basic assumptions of using computer-assisted learning (CAL) in the classroom and the criteria for efficiency, the formation of a team of developers, and how the team works. The description of the program in the second section includes the rationale for using activities in the classroom and the laboratory, the four staps covered by the computer simulations, and the procedures for a self-assessment test. The third section discusses three factors involved in the implementation process: classroom setting, the student and self-paced progress, and the role of the teacher in the classroom. Four flow charts are provided which depict the modular course, steps of the development team stags, student self-paced activities, and classroom management activities. (DJR)

IR 012 510 ED 276 445

ED 276 449

Millard, Thomas L.

A Non-Traditional Approach for Improving the Writing Skills of College Students.

Pub Date—Oct 86

Note—15p.; In: Thinking across the Disciplines.

ISII 1986 Proceedings of the Annual Conference of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11, 1986); see IR 012 493.

Pub Tyne—Reports — Descriptive (141) —

1986); see IR 012 493.

Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)

EDRS Price - MPDI/PC01 Plus Postage.
Descriptors—Essays, Higher Education, Instructional Innovation, "Interdisciplinary Approach, Program Development, Publications, "Still Development, Teaching Methods, "Writing for Publication, "Writing Skills
An innovative program development."

velopment, Teaching Methods, "Writing for Publication, "Writing Skills
An innovative program developed and implemented at Montclair State College in New Jersey
was designed to maximize students' writing potential within the framework of course requirements
across the curriculum. Based on the assumption that
the written expression of ideas and the critical
thinking skills associated with writing are fundamental to all disciplines, this program focused on
encouraging students to become competent in writing clear, coherent prose by giving them the option
to write papers for publication in lieu of writing term
papers. In orienting students to this approach, instructors reviewed the mental processes on which
written expressions of ideas depend; generalizations, inferences, analysis, synthesis, and evaluations, Students were also told that they needed to
develop the capacity to apply prior knowledge to
new contexts; draw their own conclusions; state a
thesis clearly and support it; organize the parts of a
paper; and adapt their writing to the intended audience. Students who elected to write for publication
were instructed to write essays, and to select a journal they felt comfortable with and use its editorial
requirements for style and organization. Student papers have been published in a number of profesional journals, and their evaluations of the program
at semester's end indicated that it had resulted in a
worthwhile learning experience and (unexpectedity)
a new-found respect for published articles. (DIR)

ED 276 446
Miller, Richard B.
The Integration of Skills and Content.
Pub Date—Oct 86 IR 012 511

Pub Date—Oct 86
Note—16p.; In: Thinking across the Disciplines.
ISII 1986. Proceedings of the Annual Conference
of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11,
1986); see IR 012 493.
Pub Type—Opinion Papers (120) — Speeches/
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Cognitive Processes, Content Analysis, \*Course Content, Diagnostic Tests, \*Interdisciplinary Approach, \*Skill Development, Skills, \*Teaching Methods, Writing Skills Identifiers—\*Content Area Teaching, \*Thinking

Identifiers—"Content Area Teaching, "Thinking Skills
This paper argues that if thinking skills are to be integrated into the curriculum two needs must be addressed: (1) the manner of teaching content must be revised so that thinking skills are used and reinforced during the learning process, and (2) ourses whose primary focus is the improvement of thinking skills must be offered. A comparison is made between thinking and writing skills to illustrate the use of content in skill instruction, and three possible approaches are described: the Content-Free Approach, the Diverse Content Approach. It is suggested that the Diverse Content Approach is the best for teaching thinking skills. An example of this approach is provided and ways to integrate skills and content are discussed. Since skill instruction with diverse content is labor intensive, two ways of limiting the demands on the instructor are suggested: (1) an analysis of the course to reveal the more relevant thinking skills for the instructor to focus on; and (2) diagnostic testing of students to identify the individual student needs to be addressed. The advantages of integrating content and thinking skills are discussed, as well as the importance of creating a data-cussed, as well as the importance of creating a data-cussed, as well as the importance of creating a data-cussed, as well as the importance of creating a data-cussed, as well as the importance of creating a data-cussed, as exerting of students (DJR)

ED 276 447

ED 276 447

Lanford, Horace
A Motivational Approach to Student Learning:
The Landlord Technique.
Pub Date—Oct 86
Note—16p.; In: Thinking across the Disciplines.
ISII 1986. Proceedings of the Annual Conference
of the International Society for Individualized Instruction (15th, Atlanta, Georgia, October 9-11,
1986); see IR 012 493.
Pub Tyre—Reports — Descriptive (141)—

of the International Society for Individualized Instruction (15th, Atlants, Georgia, October 9-11, 1986); see IR 012 493.

Pub Type— Reports — Descriptive (141) — Specches/Meeting Papers (150)

EDRS Price - MFDI/PCOI Pins Postage.

Descriptors—"Course Organization, "Experimental Teaching, Grading, Group Discussion, Higher Education, Instructional Films, "Mastery Learning, Mastery Tests, "Motivation Techniques, "Objectives, Program Implementation, Self Actualization, Small Group Instruction, Undergraduate Students

Identifiers—"Wright State University OH

A motivational approach to student learning that has been implemented in several courses at Wright University in Ohio consists of six efforts: (1) to instill in students the knowledge of motivation, both from within and without; (2) to make students members of cohesive work groups; (3) to apply theory learned; (4) to demonstrate achievement of objectives; (5) to teach students how to study; and (6) to make the learning experience fun. The tone, style, direction and stmosphere to be carried through the entire course are established the first day of class, and opportunities are provided for students to perform many exercises to help develop individual ability at self-motivation and to develop the ability to motivate others, primarily through group discussions and study sessions. During the first two class meetings, students are divided into groups, personal objectives are set, and motivational films are shown. Grades in the course are given for mid-term and final exams, a research project, and an oral presentation. Effective class exercises include demonstration. Effective class exercises include demonstrations to encourage use of creativity, strategic thinking, and management decision. Kurt Lewin's Force Field Analysis is used to assess the amount of resistance to change. The use of this motivational technique has resulted in the elimination of very low grades and achievement levels ranging from 70% to 96% of the students in a class making grades of 90 or better

ED 276 448 IR 012 513

Smith, Ann Strategies for Individualizing Instruction across the Disciplines for the Culturally Diverse

the Disciplines for the Canadany Action Learner.
Pub Date—11 Oct 86
Note—9p.; In: Thinking across the Disciplines. ISII 1986. Proceedings of the Annual Conference of the International Society for Individualized In-

struction (15th, Atlanta, Georgia, October 9-11, 1996); see IR 012 493.

Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Cognitive Style, Computer Assisted Instruction, "Cultural Differences, "Cultural Traits, Educationally Disadvantaged, "Ethnic Groups, "Learning Strategies, Teaching Methods Educational institutions need to recognize and accommodate the individual needs of learners from culturally diverse backgrounds, of whom a large number are Blacks and Hispanics. To accommodate the educational needs of these learners, educators need to build on their entry-level strengths, which have been identified as: (1) orientation toward sports and other activities requiring use of psychomotor skills; (2) desire to engage in role playing: (3) problem-oriented appros—to learning; (4) frequent use of an inductive approach to learning; (5) perseverance; (6) abstruct verbal ability; and (7) need for cooperative learning experiences. The life style of the culturally diverse learner often places emphasis on skills and norms that are in conflict with the middle-class orientation of most schools. Teaching methods that closely match the learning styles of these learners include visual, kinesthetic, and tactile strategies; role-playing and socio-dramatic strategies; the strategies that fully accommodate these learners needs must continue to be explored in order to ensure that these learners reach their full potential. (DJR)

ED 276 449 IR 051 663 ED 276 449 IR 051 663
Westerman, Mel
Operations Research Applied to Libraries and
Information Centers.
Pub Date—85
Note—18p.
Pub Type— Opinion Papers (120) — Reports - Deacriptive (141)
EDRS Price - MF01/PC01 Plus Poetage.
Descriptors—"Cost Effectiveness, "Information
Centers, "Library Administration, "Management
Systems, Models, "Operations Research, Planning, Problem Solving, Statistical Analysis, Systems Analysis
The greater organizational complexity of libraries

ning, Problem Solving, Statistical Analysis, Systems Analysis
The greater organizational complexity of libraries and information centers in recent years has given rise to more complex problems for managers. To facilitate solutions, operations research (OR) techniques have been developed that consider the quantitative dimensions of problems along with their political and organizational aspects. Eight standard OR research techniques have been identified as the application of allocation, competition, inventory, queuing, replacement, routing, search, and sequencing problems to obtain the information needed in certain recurring situations. This paper focuses on benefit-cost analysis, a type of competition problem that is typically used to: (1) compare all the good effects (benefits) of a program with all the bad effects (costs and disbenefits) to judge whether it is better to implement or not to implement the programs; (2) determine which of alternative versions of programs are best; and (3) decide what collection of programs are best; and (3) decide what collection of programs or projects constitutes the best expenditure within a set, overall budget limit. Although most frequently used to decide capital investment programs, benefit-cost techniques may also be used for smaller programs, such as the retention of back periodical issues in a library with a strong emphasis on current information sources. Quantitative anaipulations are often simple, and computers are used as sids in performing more complex calculations. Notes are provided. (KM)

ED 276 450 ED 276 450
First, David A.
Cataloging Policy Manual for Law Libraries.
Pub Date—[84]
Note—42p.; Document contains light type.
Pub Type—Guides - General (050) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/POL2 Plus Postage.
Descriptors—°Cataloging, Classification, Filing,
\*Law Libraries, \*Library Catalogs, \*Policy, Serials Identifiers-Descriptive Cataloging, OCLC, Work

Flow
Policies for cataloging legal materials are presented; a rationale for adoption is given for eac
policy; and implications, recommendations, an
procedures are noted when warranted. Section

cover both catalog and file maintenance, descriptive cataloging, classification, OCLC usage, departmental work flow, and special materials such as serials and loose-leaf services. A subject index facilitate access to topics. The manual is intended to be used by library staff at all levels and can serve as a model for special libraries preparing to organize and process collections. (KM)

IR 051 702 Bierschenk, Bernhard Bierschenk, Inger A Cognitive Economics Approach to Information

Bierachesk, Bernhard Bierachesk, Inger
A Cagnitive Economics Approach to Information
Management.
Pub Data—36
Note—15p.; Paper presented at the Scandinavian
Conference of Business Administration (10th,
Bergen, Norway, August 19-22, 1986).
Bergen, Norway, August 19-22, 1986).
Wheeting Papers (150)
EDRS Price - MPDI/PCDI Plus Postage.
Descriptors—"Cognitive Measurement, Cognitive Processes, "Cognitive Structures, Cognitive Style,
Cross Cultural Studies, "Cultural Differences,
"Information Needs, Information Systems, Machinery Industry, "Skilled Workers
Identifiers—"Cognitive Economics, "Information
Management, Multinational Corporations, Perspective Text Analysis, Sweden, United States
The conceptions of information needs of seven
American and seven Swedish mechanics employed by a Swedish multinational machine industry are compared by using perspective text analysis to analyze their verbal responses to three open-endequestions concerning their need for work-related information. The structures embedded in the texts are visualized in three-dimensional cubic spaces, and the results are discussed with respect to their dimensionality, as well as to the plase spaces of the cognitive processes. Results indicate that the Swedish mechanics seem to subordinate themselves to the company and are unconcerned about obtaining information of a technical nature. The American workers, however, feel that their worth is insufficiently recognized and express a need for insurficiently recognized the express

ED 276 452 IR 051 703

Sitts, Maxine K., Ed.
The Automation Inventory of Research Libraries,

Sitt, Maxine K. Ed.

The Automatica Inventory of Research Libraries, 1996.

The Automatica Inventory of Research Libraries, 1996.

Sociation of Research Libraries, Washington, D.C. Office of Management Studies.

Report No.—ISBN-0-918006-52-X

Pub Date—Sep 86

Note—157p.; Document contains amall print. For the 1985 inventory, see ED 261 676.

Available from—Office of Management Studies, Association of Research Libraries, 1527 New Hampahire Avenue, N.W. Washington, D.C. 20036 (\$40.00, prepsyment required).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Libraries, Databases, Higher Education, Information Systems, "Library Automation, "Library Planning, Library Research, Library Statistics, Library Surveys, "Library Technical Processes, Matrices, Online Searching, Online Systems, Online Vendors, "Research Libraries (ARL) members that were gathered and updated between March and August 1986, this publication was generated from a database developed by ARL to provide timely, comparable information about the extent and nature of automation within the ARL community. Trends in automation are traced in the areas of operating status, locally developed and amended vendor systems, system extent beyond the library, ownership status, public access, and amount of integration; and comparative responses from 1985 and 1986 are presented for the number and percentage of libraries reporting automation stument includes: an introduction summarizing trends in automation and changes from the 1985 inventory; the survey letter, instruction and code sheet, and automated in-house system on the content includes: an introduction summarizing trends in automation and changes from the 1985 inventory; the survey letter, instruction and code sheet, and automated in-house systems and code sheet, and automated in-house systems and code sheet, and automated in-house systems and code sheet, and automated in-house syste

tems listing; a listing of libraries and contact per-sons; listings sorted by function; complete listings of all functions in alphabetical order by library; and comments. (KM)

ED 276 453 IR 051 704 Vidor, David L. Futas, Elizabeth Collection Development in Profe Collections. nal School

Pidor, Durid L. Futas, Elizabeth
Cellection Development in Professional School
Cellections.
Emory Univ., Atlanta, Ga.
Spors Agency—Council on Library Resources,
Inc., Washington, D.C.
Pub Date—1 May 36
Grant—CLR-791-F
Note—50p.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EIBES Price - MPGI-PC02 Plus Postage.
Descriptors—\*Academic Libraries, Business Administration Education, Higher Education, "Library Collection Development, "Library Collection, Education, Higher Education, "Library Research, Library Statistics, "Professional Education, Questionnaires, "User Needs (Information)
Identifiers—\*Emory University GA
An important component of a library's collection
management activities should be a measure of the
effectiveness of the selection process. Effective selection should be a reflection of titles chosen compared to titles available as well as patron use of the
material selected. To evaluate the collection development activities for the School of Business Administration, Emory University, graduates of 1977 and
1983 were surveyed to determine the business journais read by each group as students and as professionals. Additional questions solicited the surveyparticipants' background, use of libraries and use of
materials. Study results indicate that: (1) Emory
University business graduate students are more satinfed with the items acquired by the use of approval
plans and recommendations of subject specialists
than by use of the "model" method; (2) the reading
interests of students and graduates of a professional
education program are more practical or work-oriented and less scademic or scholarity, and (3) professional business education, and therefore business
collection development, might be better served with
more emphasis on the value of information and how
to obtain it. Statistical data presented in tabular
form and the survey instrument are appended. References are also provided. (KM)

ED 276 454 IR 051 705
Schwarz, Philip
A Comparative Examination of Demand-Adjusted
Shelf Availability Parameters Using Last Circulation Date, Acquisition Date and Imprint Date.
Research Report Number 2.
Wisconsin Univ. - Stout, Menomonie.
Pub Date—16 Oct 82
Note—31p.; For Research Report No. 1, see Ed 214
496.
Pub Turn—Reports - Paramete (147)

Pub Date—19 Uct 82
Note—31p.; For Research Report No. 1, see Ed 214
496.
Pub Type— Reports - Research (143)
EDRS Price - MF91/PC02 Plus Pestage.
Descriptors—Academic Libraries, Higher Education, Library Circulation, "Library Materials, Library Research, "Measurement Techniques, Models, "Research Methodology, "Sampling, Statistical Analysis, User Needs (Information) Identifiers—"Shelf Availability (Library Materials). A theoretical model proposed by Paul Kantor for determining shelf availability for library materials by checking a small sample of items drawn from the checking against the stacks and circulation records in applied to a working environment, and the following considerations are examined: (1) time required to apply the model to a working library environment; (2) demand-adjusted shelf availability for smedium-sized university library; (3) possible differences between the results of data expostulated in anive fashion and adjusted data sorted by circulation date, acquisition date, and imprint date; and (4) degree of difference between take availability anips periods of high and low demand. Conclusions indicate that the time needed to conduct a simple availability analysis is minimal; the sampling technique is a good management tool for monitoring library performance in the areas of circulation day-function and library housekeeping dysfunction; adjusted data sorted by last circulation date would provide the best approximation of actual availability; and results of data gathered during periods of low use and high use differ considerably. Statistical data are presented in 11 tables, and references are provided. (KM)

ED 276 455

Bello, Susan E.
Cooperative Preservation Efforts of Academic Libraries. Occasional Papers Number 174.
Illinois Univ., Urbana. Graduate School of Library and Information Science.
Pub Date—Oct 56
Note—54p.
Available from—Occasional Papers, Graduate School of Library and Information Science, Publications Office, University of Illinois at Urbana-Champaign, 249 Armory Building, 505 E.
Armory Street, Champaign, IL 61820 (53.00 plus 3.50 postage, all orders must be prepaid; subscriptions for 1986, \$13.00).
Pub Type—Information Analyses (070) — Opinion Papers (120)

Armory Street, Champaign, II. 61820 (33.00 plus 3.50 potage, all orders must be prepaid; subscriptions for 1986, \$13.00).

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MP01 Plus Postage. PC Not Avallable from EDRS.

Descriptors—"Academic Libraries, Books, "Cooperative Programs, Financial Needs, Higher Education, "Library Materials, Library Planning, Long Range Planning, "National Programs, "Frenervation, Research Libraries, Council on Library Resources, "Research Libraries, Council on Library Resources, "Research Libraries, Council on Library Resources, "Research Libraries of Group This paper analyzes the major national plans for preservation programs in the United States from 1954 to 1985 and shows the extent to which aspects of these plans have been achieved by academic libraries. Plans presented to and commissioned by the Association of Research Libraries (ARL) between 1954 and 1972 are examined; the formation of the Research Libraries Group (RLG) is discussed and major documents related to its purpose and its preservation program are analyzed; and the evolution of a national preservation program in the 1980s is traced by a review of national conferences concerning preservation as well as the major reports and activities of ARL and the Council on Library Resources (CLR). It is concluded that, because of the size of the universe of materials requiring treatment, the need to foster the idea of a "national collection," and the need to develop new managerial and financial capacities, preservation presents major difficulties for academic libraries in the years shead. References are provided, and an index facilitates location of material. (Author/KM)

ED 276 456 IR 051 707 Council on Library Resources, Inc. Thirtieth An-mail Report/1986. Council on Library Resources, Inc., Washington, D.C.

Pub Date—86 Note—78p.; For the 1985 annual report, see Ed 266 804.

804.

Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Libraries, Annual Reports,
Expenditures, Grants, Higher Education, \*Library
Library Administration, \*Library Education, Library Personnel, Library Research,
\*Library Services, Preservation, Professional
Training, Program Descriptions, \*Research Libraries

\*Library Services, Preservation, Professional Training, Program Descriptions, \*Research Libraries\*
Identifiers—Bibliographic Services, \*Council on Library Resources, Sponsored Research
The 1986 annual report of the Council on Library Resources (CLR) reviews activity over the previous 10 years and provides a full record for the 12 months ending June 30, 1986, focusing on the program components of research, collaborative ventures to support operations and expand service capabilities, and the profession of librarianship. Preliminary materials include lists of members of the council and of the board of directors, council committees and officers, and council staff and consultants; and a memorial tribute to Fred Carrington Cole. A review of the Council's third decade includes a list of funding foundations and summarizes the activities of the past 10 years in the following areas: Bibliographic Services; International Activies; Library Management and Services; Professional Education; Preservation; Access to Information; Economics and Funding of Research Libraries; and the Research Program. Grant, Contract, and Project Expenses by Program Area for 1977-1986 are presented in an annotated graph. The primary areas of activity for 1985-1986 are reported in sections on: Research Activities, Library Operations, and Librarianship and Librarians. Appended materials include lists of program committees and project participants; a list of publications resulting

from CLR-supported programs; program guidelines and grant application procedures; and financial statements. (KM)

ED 276 457

Schon, Isabel And Others
The Effects of a Special Motivational Library
Program on High School Students' Library Use
and Attitudes.
Pub Date—[84]
Note—[90]
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Analysis of Variance, High Schools,
"High School Students, "Librarians, Library Research, "School Libraries, Statistical Analysis,
Student Attitudes, Student Motivation, User Studies
Student Attitudes, Student Motivation, User Studies
Studies Attitudes, Student Motivation, User Studies
Studies Attitudes, Student Motivation, User Studies
Studies Attitudes, Student Motivation, User Studies

formation), "User Satisfaction (Information), Use Studies Identifiers—"Course Integrated Library Instruction A randomized experiment was performed in five high schools in which a random half of the students in a sophomore English class received a special E-week library-oriented treatment designed to improve students' understanding of, attitudes toward, and use of the school library. The treatment was found to have a statistically significant effect on library use and library stitudes for the librarians in the study. The findings were strong enough to allow generalizability to the population of librarians for library stitudes, but not for library use, and the increase in use was much greater with some librarians than for others. There was not a measurable effect on students' reading attitudes. An unobtravive response integrity scale indicated that differences in students' reported attitudes were not due to the social desirability response set. Statistical results are presented in two tables, and references are provided. (Author/KM)

IR 051 709

ED 276 458

Testley, Tanna L., Ed.

Flading Ways: Excellence under Pressure. Proceedings from the 1986 Spring Meeting of the Nebraska Library Association, College and University Section (Lincoln, Nebraska, May 2, 1986).

1986).

Nebraska Library Association, Lincoln.

Pub Date—2 May 86

Note—169p; For the proceedings of the 1985
meetings, see ED 262 827.

Pub Type—Collected Works - Proceedings (021)—
Opinion Papers (120) — Reports - Descriptive

Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MP91/PC07 Plus Poetage.

Descriptors—"Academic Libraries, "Budgeting, Collective Bargaining, Databases, Higher Education, Library Automation, "Library Instruction, Library Personnel, "Library Services, Microcomputers, Microfilm, 'Online Searching, Optical Data Disks, Preservation, Reference Services, Research Libraries, Resource Allocation

Identifiers—"Nebraska
Based on the conference theme, "Finding Ways:

Escellence under Pressure," papers presented at the 1986 meeting of the association include: (1) "Coping with Budget Pressure: A Public Services Librarian's View" (Janet C. Lu); (2) "The Librarian, the Accession List, and the Database" (B. C. Wehrman); (3) "New Start: Bibliographic Instruction for Non-Traditional Students" (Thomas A. Tollman, Laura K. Dickson, and Carol J. Zoerb); (4) "The Philistines Are Coming, Are Coming!" (G. A. Rudoiph); (5) "CD-ROM: What's in Store for Libraries in the Coming Year?" (Melvin M. Bohn); (6) "Trues in the Coming Year?" (Melvin M. Bohn); (6) "Trues of Professional Librarians" (Dee Ann K. Allison); (7) "The State of Preservation and Microfilming and Its Implications" (Louis E. Jefries); (8) "Inadvertent Personalized Reference Service" (Paul Frantz and Thomas Cashore); and (9) "On-Line Searching in Times of Retrenchment: An Informal Survey of Regional Academic Libraries" (Virginia Moreland). A brief abstract is provided for an additional presentation, "Librarians and Collective Bargaining at UNO (University of Nebraska at Omaha)" (Carole Larson, Mel Bohn, and Bob Nash). (KM)

JC

ED 276 459 JC 860 523 larper, Jane Lively, Mudeleine G.

Foreign Language Claurocon.
Tarrant County Junior Coll., Hurst, Tex. Northeast

Foreign Language Clauroom.
Tarrant County Junior Coll., Hurst, Tex. Northeast Campus.
Pub Date—86
Note—32p.; Paper based on a presentation made at the Annual Conference of the Southwest Conference on Language Teaching (3rd, Phoenix, AZ, February 15, 1946).
Pub Type—Reports - Descriptive (141)
EDRS Price - MP91/FOL2 Plus Postage.
Descriptors—Communicative Competence (Language). Communicative Competence (Language). Communicative Competence (Language). Material Development, Modern Language). Material Development, Modern Language, "Questioning Techniques, "Second Language Learning, Standard Spoken Usage, Two Year Colleges Developed at Tarrant County Junior College (TCIC) Northeast Campus (Texas), this paper presents and discusses materials and activities for teaching foreign language conversation classes on the development of oral skills, the nature of the foreign Language, new curricular emphases on the development of oral skills, the nature of the foreign language. Next, basic guidelines for conversation classes are presented, including: (1) content must be provided as the basis for conversation; (2) pre-class preparation is expected of students; (3) the instructor must organize the anticipated direction of class conversation and find or create materials to supply vocabulary for the discussion topic; and (4) the instructor should be open to language that communicates, regardless of grammatical errors; student topinions and ideas; and controversy among students. The next sections explain the use of various techniques, including "one-liners" as conversation stimuli; checklists, questionards. Appendices include a series of 11 documents in French or Spanish, which call for student responses and pre-class preparation, upon which class discussions can be based. (LAL)

ED 276 460 JC 860 564
Dennison, John D.
Restraint and Reality: The Case for British Columbia's Colleges.
British Columbia Univ., Vancouver. Faculty of Edu-

Bata's Colleges.

British Columbia Univ., Vancouver. Faculty of Education.

Pub Date—Jan 85

Note—19p.

Pub Type— Opinion Papers (120)

EDRS Price - MF01/Pc01 Plus Postage.

Descriptors—\*Community Colleges, Educational Finance, Educational Opportunities, Educational Support, Foreign Countries, \*Government Support, Foreign Countries, \*Government Support, Foreign Countries, \*Government, Two Year Colleges

Identifiers—\*British Columbia

The financial restraint of the last 3 years and the relasted rhetoric of seconutability, productivity, cost effectiveness, and retrenchment have introduced new levels of trauma into the educational scene in British Columbia, exercising a particularly powerful impact on the community college secte in British Columbia, exercising a particularly powerful impact on the community colleges sere selected as the targets of cutbacks for political reasons. Certain political or economic assumptions have dictated government priorities with respect to the college sector, including unconvincing and unsupported assumptions about declines in student denand, lack of public support, insufficient collegista contributions to economic growth, and lack of institutional accountability. The effects of economic restraints on tuition and student aid, and the elimination of programs and courses will insvitably alter the student profile in favor of the more socio-economically privileged. While larger classes, heavier teaching loads, crowded laboratories, and reduced support services may not of themselves be directly verifiable assaults on the quality of education, they have other demonstrably serious consequences for student access, instructor morale, and sontraditional educational opportunities. (EJV)

ED 276 461 JC 860 565
Dennison, John D.
Community Colleges in Canada: Puture Issues,
Future Solutional
British Columbia Univ., Vancouver. Faculty of Edu-

Pub Date—Aug 85
Note—26p.
Pub Type—Reports - Descriptive (141) — Opinion Papers (120)
EDBS Price - MFDL/PCR2 Plus Postage.
Descriptors—Collective Bargaining, College Planning, "Community Colleges, Curriculum Development, Educational Planning, "Educational History, Educational Planning, "Educational History, Educational Planning, "Educational Trends, Financial Support, Foreign Countries, "Putures (of Society), "General Education, "Government School Relationship, Labor Relationship, Labor Relationship, Labor Relationship, Labor Relationship, Trend Analysis, Two Year Colleges Identifiers—"Canada As their second decade draws to an end, Canada's community colleges are confronted with budgetary constraints and increasing demands for more accountability. While in many ways their performance has been impressive, these institutions face a number of issues which defy satisfactory solutions. Four of the more demanding issues are (1) increasingly strained relations with federal and state governments, which have begun to exercise greater control over curriculum, program development, and planning; (2) the challenge to fashion a general education curriculum which provides the basis for a lifetime of learning, for adjusting to technological change, and for multi-dimensional literacy; (3) the need for critical evaluations of each facet of college poperations and for ongoing professional development of faculty; and (4) the impact of collective bargaining agreements between teaching personnel and their employers on almost every sapect of institutional operations. The solutions to these problems are extremely complex. First steps might include developing long-term, financially workable agreements between federal and provincial governments with respect to the funding of vocational programs, shifting responsibility for general education so that all college teachers, irrespective of their subject area, would accept responsibility for piculcating the goals of general education; developing a coherent system of institutional evaluation;

ED 276 462 JC 860 566

Dennion, John D.

Some Aspects of Government Policy towards Community Colleges in British Columbia, 1962-86:
Intent and Effect.
British Columbia Univ., Vancouver. Faculty of Edu-

mentry Colleges in British Columbia, 1962-96:
Intent and Effect.
British Columbia Univ., Vancouver. Faculty of Education.
Pub Date.—Jul 86
Note.—29p.
Pub Type.—Reports - Research (143)
EDRS Price - MFUI/PCU2 Plus Postage.
Descriptors.—°College Role, "Community Colleges, "Educational Policy, Financial Support, Foreign Countries, Governance, Governing Boards, "Government Role, Government School Relationship, Institutional Mission, Long Range Planning, School Policy, "State Action, "State Government, State Surveys, Two Year Colleges Identifiers.—\*British Columbia
A study was conducted to assess the purpose, deaign, and impact of three specific governmental policy initiatives, instituted between 1981 and 1984, upon the role and function of the 15 community colleges in British Columbia. The three policies included the introduction of a provincial model for long-range planning, the establishment of a formula for funding college budgets, and the revision of the policies regarding eligibility for appointment to college boards. Each policy was examined to determine its rationale and the extent to which it attained its purposes. A further dimension of the study was to document those unanticipated effects which the policies brought to the operation of the institutions. The primary sources for determining the official intent of the policies were government reports and releases and the official record of the debate in the legislature. Interviews were conducted with chief executive officers, board members, middle management personnel, faculty members, and government officials to determine the perceived and measurable effects of the policies Study findings included the following: (1) official rationales for policy initiatives were obtainable, and the undocumented reasons were equally accessible; (2) the implementation of the policies produced the initial impact which was intended, though the long-term impact was clearly

tempered by practical realities, unanticipated obsta-cles, and interventions of higher priority; and (3) the overriding theme which entered either explicitly or implicitly into every discussion about government policy was that control over program development and upon overall cost of the college system was gradually becoming more firmly centered within the Ministry of Education. (EJV)

ED 276 463 JC 860 567 Dennison, John D. Robertson, William Distance Education and the Community College: Some Questions of Theory and Practice. British Columbia Univ., Vancouver. Faculty of Edu-

Distance Education and the Community College:
Seene Questions of Theory and Practice.
British Columbia Univ., Vancouver. Paculty of Education.
Pub Date—Jul 86
Note—26p.
Pub Type—Reports - Descriptive (141) — Opinion
Papers (120)
EDBS Price - MPDI/PC02 Plus Postage.
Descriptors—"Access to Education, "Community
Colleges, "Distance Education, Educational Radio, Educational Television, Foreign Countries,
Mobile Educational Services, "Nontraditional
Education, Program Design, "Program Development, Two Year Colleges
Identifiers—"Canads
The realization that a substantial segment of Canadian society could participate in a college education only if barriers of time and distance were removed led to an emphasis upon the concept of distance education as a necessary and desirable component of the programming of a community college, Secnetly, however, critica have argued that the comprehensive, but conventional, community college astructurally unable to adapt to the wide diversity of learning needs in the community, a point of view which invites debate on the feasibility of distance education as a component of oblige education. There are several dimensions to this issue, including those related to: (1) the mandate of the community college to serve the educational needs of rural and urban populations in designated areas within certain financial constraints; (2) the community college, the integrated model, dual mode model, and single mode specialist institution; (4) coordination of effort; and (5) instructional methods. Across the 10 provinces, activity within the colleges with respect to distance education has been somewhat limited, although several factors are contributing to increased involvement in this field, including government support and greater availability of course material. Among the many and varied experiments in distance education currently found in Canada's community colleges, one notable case is North Island College on Vancouver Island, which has adopted an open learning methodology involving correspondence co

ED 276 464 JC 860 568

LaPagia, Nancy
The Missing Majority: The Community College in
American Fiction.
Pub Date—Oct 86

Note—13p.; Paper presented at a Conference of the
City Colleges of Chicago Conference (Chicago,
IL, October 17-18, 1986).
Pub Type—Opinion Papers (120) — Speeches/
Meeting Papers (130)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Characterization, College Faculty,
Community Colleges, \*Fiction, Novels, Public
Opinion, Short Stories, \*Twentieth Century Literature, \*Two Year Colleges, Two Year College
Students, \*United States Literature
Although more than half of all college students in
this country are enrolled in two-year colleges and

Although more than half of all college students in this country are enrolled in two-year colleges and nearly half of all college faculty members teach in these institutions, two-year colleges are rarely members to the college faculty members teach in these institutions, two-year colleges are rarely members 100 people who read widely turned up only four novels and two short stories in which a character attends or teaches in a two-year college. In these works, the student characters are non-intellectual, often shallow, perhaps comic, and sometimes sympathetic; and while the faculty members may not be non-intellectual, shallow, or comic, their jobs are seen this way. Possible reasons for the near invisibili-

ity of community colleges in fiction are: (1) the relative newness of two-year colleges as a mass cultural pattern; (2) the low socioeconomic status of the major groups who enroll, particularly in the urban community college; and (3) intellectual elitism. While some suppose that community college students and faculty will remain unstoried and unsung, others anticipate that two-year colleges will be featured more frequently in literature in the future. (LAL)

ED 276 465 JC 860 573

JC 860 57.
Hartman, Joyce And Others
Developing Gerontological Curricula: A Process
for Success, A Networking Guide for College
Administrators.

dministrators. nasa State Univ., Manhattan. Center for Aging. Vestern Kansas Community Services Consor

tuum.
Spons Agency—Administration on Aging (DHHS),
Washington, D.C.; Fund for the Improvement of
Postsecondary Education (ED), Washington, DC.
Pub Date—Apr 86
Grant—90-AT0091-01; 90-AT0166-01; G0083-

02735

Polsecondary Distaction (LP), washington, brobb Date—Apr 86
Grant—90-AT0091-01; 90-AT0166-01; G0083-02735
Note—43p.
Available from—Developing Gerontological Curricula Guide, 307 Umberger Hall, Kansas State University, Manhattan, K3 66506 (88.00).
Pub Type—Guides—Non-Clasaroom (055)
EDBS Pries—MP01/PC22 Plan Prestage.
Descriptors—Administrator Guides, Community Colleges, Curriculum Development, "Educational Gerontology, "Gerontology, "Networks, "Program Administration, "Program Development, Two Vear Colleges
Designed for colleges administrators, this guide provides a synthesis of a broad spectrum of approaches to creating gerontology courses and curricula. First, an introductory chapter looks at reasons for developing a gerontological curricula, potential sudiences for such a program (i.e., health care providers, other caregivers, older adults, and career track students), and a rationale and process for setting up a gerontology's core of knowledge; considers the unifying themes for the curriculum. The next chapter identifies gerontology's core of knowledge; considers the unifying themes for the curriculum describes a three-tiered curriculum for degree-seeking students, professionals and paraprofessionals, and informal caregivers; and discusses the synergy of the curricula. Next, the guide considers the groups that should be involved in a network for program development, including the on-campus gerontology team consisting of college administrators, faculty, and key members of the community colleges. The next chapter suggests that a conference be held to launch the network, and recommends ways of maintaining the network. The final chapter looks at issues related to funding and resources, and responds to some community serontological consultants with expertise in theory, research, and applications; and other community colleges. The next chapter suggests that a conference be held to launch the network, and recommends ways of maintaining the network. The final chapter looks at issues related to funding and resources,

ED 276 466

JC 860 583

Robertson, Horace C. And Others

Fashion Merchandising, Marketing and Distributive Education.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

Report No.—VEC-MD-CG-7271; VEC-MDE-CTIB-7271.

Pub Desc. [83]

CTIB-7271
Pub Date—[85]
Note—657p.; This reprint is a product of the Vocational Instructional Materials Acquisition System located at Florida State University.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF43/PC27 Plus Pestage.
Descriptors—"Clothing Instruction, Community Colleges, "Course Content, Carriculum Design, "Distributive Education, "Fashion Industry, Instructional Materials, "Merchandising, Teaching Guides, Two Year Colleges

This curriculum guide was developed to be used as a resource guide to assist marketing and distributive education teachers in planning and teaching a course in flashion merchandising. First, an introductory section is devoted to the management of the flashion merchandising curriculum, including information on the guide's background, units of instruction, competencies, format, instructional planning, instructional delivery, evaluation and fleedback. Next, the guide presents the following teaching units: (1) Overview of the Fashion Industry; (2) Communications in Marketing; (3) Merchandis fleedback and fleedback and fleedback and fleedback and fleedback and fleedback in the fleedback of the fleedback and fransparency masters; and evaluation measures and keys. (LAL)

ED 276 467

transparency masters; and evaluation measures and keys. (LAL)

ED 276 467

Affirmative Action at the Crossroade: A Manifesto for Change.
California Community Colleges, Sacramento. Office of the Chancellor; San Jose City Coll., Calif. Pub Date—Sep 86

Note—15p.; A preliminary draft summary of the Conference sponsored by the Board of Governors of the California Community Colleges and San Jose City College. San Jose, CA, September 26-27, 1986).
Pub Type—Opinion Papers (120) — Collected Works - Proceedings (021)
EDBS Price - MF0L/PC91 Plus Pestage.
Descriptors—"Affirmative Action, "Community Colleges, "Educational Opportunities, Employment Practices, "Squal Education, "Equal Opportunities (Joba), Faculty Integration, Remales, Minority Groups, Statewide Planning, Two Year Colleges (CCCa) during the past 15 years to increase the enrollment and employment of ethnic minorities and women, the data today reveal that the CCc have no better representation of these groups in 1986 than they had in 1970. To address this issue, the Board of Governors of the CCCs and the Chancellor, together with San Jose City College, invited community oldes districts and colleges to participate in a conference on "Affirmative Action at the Crossroads: A Manifesto for Change." Conference participants identified restraints and driving forces affecting student affirmative action and affirmative action in employment, and developed recommendations for improving each area. Among the recommendations for improving each area. Among the recommendations for improving each area. Among the recommendations for increasing affirmative action in district and college mission statements; (2) identification and outreach to specific underrepresented groups; to create a scholarshipfund for staff upward mobility; and to conduct an unual performance evaluations of each chief exacutive officer to reflect effectiveness in accomplishing affirmative action in district and college mission statements; (2) identification and college mission statements; (2) identification a

ED 276 468 JC 860 588 Willson, Laura Faulk Anderson, Connie Articulation with Four-Year Colleges, Information

Item.
California Community Colleges, Sacramento. Office of the Chancellor.

the of the Chancestor.

10 Date—Oct 86

10te—10p.; Discussed as Agends Item 3 at a Meeting of the Board of Governors of the California

Community Colleges (Riverside, CA, October 30-31, 1986). For related documents, see ED 250

1025 and ED 256 434.

025 and ED 256 434.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF91/PCD1 Plus Postuge.
Descriptors—"Articulation (Education), "College School Cooperation, College Transfer Students Community Colleges, Higher Education, High Schools, "Intercollegistic Cooperation, Minority Groups, State Colleges, State Universities, "State wide Planning, "Transfer Policy, Transfer Programs, Two Year Colleges

Identifiers—\*California

An update is provided on the implementation of an action plan developed in 1985 for facilitating community college articulation with high achools and four-year colleges in California. After presenting background information on efforts to improve transfer and articulation in California, the report summarizes the 1985 plan and progress made in implementing each of its components. The following activities are highlighted: (1) the publication of the first \*California Handbook of Articulation Policies and Procedures"; (2) the 1985 Articulation Policies and Procedures'; (2) the 1985 Articulation Policies and Procedures'; (2) the 1985 Articulation Policies in the California Articulation Number System, as attatewide cross reference number system designed to assist students in determining which community college course can be taken to fulfilli certain specific course requirements at the four-year institutions, (5) the conduct of a survey of community colleges to determine ways of making University of California (UC) and California State University (CSU) performance reports more useful; and (6) the strengthening and expansion of the functions of the Articulation Council of California. Next, additional statewide efforts undertaken to promote transfer and articulation are described briefly and an action plan for 1986-87 is presented. (EIV)

ED 276 469

Guichard, Gui Cepeda, Ritu

Plan for Improving the Eurollment, Retention and

Transfer of Minority Students,

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—Oct 36

Note—50p.; Discussed as Agenda Item 5 at a Meeting of the Board of Governors of the California

Community Colleges (Riverside, CA, October 30-31, 1986).

Pub Type—Reports - Descriptive (141) — Guides

ing of the Board of Governors of the California Community Colleges (Riverside, CA, October 30-31, 1986).

Pub Type—Reports—Descriptive (141)—Guides Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Pestage.
Descriptors—Affirmative Action, College School Cooperation, College Transfer Students, "Community Colleges, Enrollment, Enrollment Influences, "Equal Education, "Minority Groups, "School Holding Power, "Transfer Programs, Two Year Colleges
Identifiers—"California A specific action plan for increasing the enrollment, retention, and transfer of minorities in California's community colleges is presented, as developed by the participants at a December 1985 invitational symposium. Introductory material explains the goals and objectives of the symposium and identifies the five major recurrent themes raised throughout the small and full group discussions, i.e., institutional racism, open access, intersegmental systematical community of the community colleges is community colleges in the commitment of improving minority student recruitment and retention by colleges, districts and the system); (2) partnerships between the different educational systems aimed at increasing the transfer rates of minority students; (3) uniform standards forming a clear set of expectations for all students in areas such as course prerequisites, basic skills, academic progress, and probation/dismissal standards; (4) outreach efforts designed to improve the public's perception of community colleges as viable institutions of higher education which can well serve the needs of ethnic and language minorities; and (5) activities to emphasize, redirect, and increase both the needs of ethnic and language minorities; and (5) activities to emphasize, redirect, and increase both educational and support services for students to ensure the retention of minority students. The bulk of the report consists of Minority Students. The bulk of the report consists of Minority Students. "and a list of the members of the Minority Euroliment, Retention, and Transfe

ED 276 470

EAJ 279 479 JC 860 590 Leuchtman, Patricia Purinton, Eather Community College Links with Local Hospital to Provide Low-Cost, Convenient Continuing Edu-cation Courses for Nurses. Franklin Medical Center, Greenfield, MA.; Green-field Community Coll., Mass. Pub Date—[86]

Note—9p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC91 Plus Postage.
Descriptors—Community Colleges, "Cooperative Programs, Health Facilities, Nurses, "Nursing Education, "Professional Continuing Education, Program Administration, Program Costs, Program Descriptions, "School Business Relationship, Two Year Colleges
The Nurses Educational Collaborative (NEC) is a 4-year-old collaborative effort linking the Division of Continuing Education at Greenfield Community College (GCC) with the Division of Health Education and Training at Franklin Medical Center (Greenfield, Massachusetts). The program's goal is to provide accessible, affordable, continuing education courses for both registered and licensed practical nurses at times and locations convenient for working nurses. Course offerings are recommended by an advisory council of 25 nurses and nurse administrators who conduct needs assessments and meet twice yearly to develop their recommendations. The staff of the NEC includes five part-time administrative workers, two part-time clerical workers, and part-time teachers hired as needed. GCC handles the administrative functions and the Franklin Medical Center provides information and assistance on more substantive matters. All money supporting NEC comes from student tution, and neither the Medical Center nor GCC charges NEC for the time their staffs spend working for the organization. The NEC offers approximately 25 courses during each academic semester and 12 courses during the summer, with classes meeting on campus, at the Medical Center, and other places throughout the community. Although the advisory council is charged with formally evaluating the program, to date only informal feedback has been obtained. This feedback has been obtained. This feedback has been obtained. This feedback has how that NEC offers a high quality product at a low price. (LAL)

tectorick in the transfer of t

management and development, and curric needs for currency and continuity. Finally, rec mendations for further research and investiga are presented. (LAL)

mendations for further research and investigation are presented. (LAL)

ED 276 472

JC 360 592

Opening Fall Exrollments: Flurida's Community Colleges, Fall 1985.

Florida State Dept. of Education, Tallahassee. State Board of Community Colleges.

Pub Date—Peb 36

Note—Oby, Prepared by the Bureau of Information Systems.

Pub Type— Numerical/Quantitative Data (110)—Reports - Descriptive (141)

EDBS Price - MP01/PO1 Plus Postage.

Descriptors—College Freahmen, College Transfer Students, \*Community Colleges, Credit Courses, \*Earollment, \*Community Colleges, Credit Courses, \*Earollment, \*Barrollment Trends, Full Time Students, Part Time Students, State Surveys, \*Student Characteristics, Trend Analysis, Two Year Colleges, \*Two Year College Students Identifiers—Florida

An unduplicated headcount of students enrolled in college-level credit courses in Florida's community colleges is provided as taken at the end of the initial drop-add period in fall 1985. The first portion of the report provides data showing 5-year (fall 1981 through fall 1983) statewide trends in actual opening fall credit enrollments. Figures and tables focus on statewide enrollment by student status (i.e., freshman, sophomore, or unclassified; by program (i.e., advanced and professional, vocational, and other); by race; and by sex. Next, tables provide fall 1985 to the first time since 1983; (2) for the 5 years beginning with 1981, there was an overall decline of 958 students of .04%; (3) returning students represented the largest group of community college students, accounting for 67.3% of the total in 1985; (4) first-time-in-college, returning students represented the largest group of community college students by race and sex showed that there were slight decreases among non-resident aliens and whites, while other ethnic groups showed annual increases or remained fairly constant; and that female students ontinued to comprise the larger percentage of total students. (LAL)

JC 860 593 ED 276 473 Faculty Salaries: Florida Community College Fall 1985.

Faculty Salaries: Florida Community Colleges, Fall 1985, Fall 1985, Fall 1985, Florida State Dept. of Education, Tallahassee. State Board of Community Colleges. Pub Date—Mar 86
Note—15p.; Prepared by the Bureau of Information Systems.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01/F01 Plus Postage.
Descriptors—Administrators, "College Faculty, "Community Colleges, Counselors, Educational Attainment, Librarians, "Professional Personnel, "Salaries, School Personnel, State Surveys, "Teacher Salaries, Two Ornel, State Surveys, "Teacher Salaries, Two Ornel, State Surveys, "Information submitted by the 28 Florida community colleges is presented concerning the salaries of Mail-time professional personnel at each institution. The information was submitted to the State's Division of Community Colleges by each college using standard terminology, definitions, and formats. The following information is provided: (1) minimum and maximum salaries for each official college salary schedule used to pay instructional personnel by degree level or professional personnel and their average salary for each contract length by degree level; (2) the number of instructional department administrators and and their average salary for each contract length by degree level; (4) the number of executive, administrative and managerial personnel and their average and salary for each contract length by degree level; (5) the number of non-instructional professional personnel (e.g., counselors, librarians, and curriculum specialista) and their average salary for each contract length by degree level; (6) the salaries of selected executive positions at each college. (LAL)

Gainous, Fred And Others

Remedial/Developmental Programs in Kaness Institutions of Higher Education, Piscal Year 1985.

A Supplemental Report.

Kansas State Dept. of Education, Topeka.

Pub Date—21 Nov 86

Note—40p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF91/PC02 Pine Postage.

Descriptors—"Community Colleges, Comparative
Analysis, "Developmental Studies Programs,
Euroliment Trends, Postsecondary Education,
"Remedial Programs, State Surveys, "State Universities, Two Year Colleges

Identifiers—"Kansas

A study was conducted to compare remedial/developmental programs of study in the community
college system of Kansas with those offered by the
state's university system for the facal year 1985.
Study findings included the following: (1) all of the
Regents' universities and all of the state's community colleges offered remedial/developmental
courses; (2) the heaviest concentrations of remedial/developmental courses for both the universities
and community colleges were in the content areas
of mathematics, reading, and English; (3) 40% of the
remedial students were enrolled in mathematics
courses, 33% in English courses, and 19% in reading
courses; (4) while in the Regents' system, slightly
more remedial students were enrolled in the English
content area than other areas, in the community college system the overwhelming number of students
were enrolled in the mathematics area; (5)
11,515 university students and 6,748 community
colleges (8) remedial/developmental courses; (6) enrollment for the community colleges; (7)
63% of the total remedial enrollment was in the
universities, while 37% was in the community colleges; (8) remedial/development enrollment genesaverage number of student credit hours; and (9) the
average number of student credit hours; and (9) the
average number of student credit hours; and (9) the
theory of the continuity college system. The bulk of the document consists of a series
of data tables. An October 1986 report from the
Kansas Legislativ

ED 276 475

Abood, Nancy V. LeBlanc, William
Facts and Figures: 1985-86, Annual Report and
Statistical Digest.
Community Coll. of Rhode Island, Warwick.
Pub Date—Oct 86
Note—39p; Photographs will not reproduce clearly.
Pub Type—Reports - Descriptive (141) — Numeri-

Pub Date—Oct 36

Note—39s; Photographs will not reproduce clearly.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Faculty, College Programa, "Community Colleges, Educational Frends, Enrollment Trends, Enrollment Projections, "Enrollment Trends, School Personnel, State Surveys, Two Year Colleges, "Two Year College Students Identifiers—"Rhode Island

A narrative account highlighting the achievements of the Community College of Rhode Island (CCRI) during the 1985-86 academic year is presented in this report, along with historical and current data on enrollments, programs, staff, and finances. First, the annual report of the college president provides an overview of enrollments, facilities, special events, athletics, projections for the year shead, and the Community College of Rhode Island Foundation. Statistical data are provided on: (1) students, including student characteristics, fall enrollment from 1976 to 1985, entering students, full- and part-time enrollments, off-campus enrollments, feather than part-time enrollments, and enrollment by program of study, and graduates by program of anak of faculty by program ares; and 49 finances, including statistics on trends in tuition and fees, general education revenues and expenditures, and student financial aid. (EJV)

ED 276 476 JC 870 001

ED 276 476

Washington Community Colleges Academic Year Report, 1983-86.

Washington State Board for Community Coll. Education, Olympia.

Pub Date—[86]

Note—80p.; For an earlier report, see ED 255 282.

Pub Type—Numerical/Quantitative Data (110) —
Reports - Descriptive (141)

EDRS Price - MF01/PC94 Plus Postage.

Descriptors—Administrators, Capital Outlay (for Fixed Assets), College Faculty, College Role, "Community Colleges, "Educational Facilities, "Euroliment, "Expenditures, Pederal Aid, Financial Support, Part Time Faculty, Salaries, "School Personnel, State Aid, State Colleges, State Surveys, "Student Characteristics, Two Year Colleges, Two Year Colleges, State Surveys, "Student Characteristics, Two Year Colleges Supervised in this report for the four quarters of 1983-86 and for previous years, First, general information is presented on the community colleges is provided in this report for the four quarters of 1983-86 and for previous years, First, general information is presented on the community colleges is provided in this report for the four quarters of 1983-86 and for previous years, First, general information, and the and for previous years, First, general information is presented on the community colleges is provided in this report for the four quarters of 1983-86 and for previous years, First, general information, and the and for previous years, First, general information to exclude the previous of the 1983-86 and 1983-8

ED 276 477 JC 870 002

McLean, Charles E.
Service Area High School Graduates at TNCC, 1963-1963.

Thomas Nelson Community Coll., Hampton, VA.
Office of Institutional Research.

Pub Date—30 Jan 86

Thomas Nelson Community Coll., Hampton, VA. Office of Institutional Research.

Pub Date—30 Jan 86

Note—12p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"F01/PC01 Plus Postage.

Descriptors—"F01/PC01 Plus Postage.

Descriptors—"F01/PC01 Plus Postage.

Descriptors—"F01/PC01 Plus Postage.

Research Reports—1 Produced Research Rest.

\*\*Berollment Trends, Financial Problems, "High School Graduates, Student Characteristics, Student Recruitment, Two Year Colleges, "Two Year College Students

Recent high school graduates are one of Thomas Nelson Community College's (TNCC's) most important assets. From 1983 to 1985, the number and rate of earrollment of recent high school graduates changed dramatically. The total number of graduates in the service area declined 15.75, from 4.950 in 1983 to 3,835 in 1985; while the number of service area graduates who enrolled at TNCC in the full quarter of the year they graduated from high school fell from 542 in fall 1983 to 337 in fall 1985, a decline of 37.8%. A look at the plans of 1984 service area graduates for furthering their education shows that 64.7% of the graduates (N = 2,676) were planning to participate in some form of postsecondary education. Of that group, 390 enrolled at TNCC, representing only 44.7% of the number who specified that they were planning to attend two-year colleges or proprietary schools. The average high school graduates who enters TNCC during the same year as he/she graduates from high school takes 39.4 credit hours in the 4 years following his/her graduates in the service area light school graduates arolled at TNCC will represent an estimated loss of 217 annual full-time equivalent students from 1985-86 to 1987-88. If TNCC is to experience growth in the latter part of the 1980s, service area high school

es must be recruited more aggressively.

ED 276 478 JC 870 00 McLean, Charles E. Attrition among New Stadents in Fall Quarter 1985. JC 870 003

1985.
Thomas Nelson Community Coll., Hampton, VA. Office of Institutional Research.
Pub Date—14 Apr 86
Note—15p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MP91/PC01 Plus Postage.
Descriptors—\*College Freshmen, Community Colleges, \*Dropout Characteristics, Dropout Frevention, Dropout Rate, Dropouts, School Holding Power, Student Attrition, Two Year Colleges, \*Two Year College Students, \*Withdrawal (Education)

"Two Year College Students, "Withdrawal (Education)
Of the 6,076 students enrolled at Thomas Nelson
Community College (TNCC) in fall 1985, 2,389
(39.3%) were "leavers," i.e., they did not graduate
and they did not return in winter 1986. Because new
students made up 33.8% of the total fall headcount,
but accounted for 41.7% of the leavers, a study was
conducted to investigate the characteristics of the
leavers and why these students left TNCC. The
study focused on students' race, sex, age, and grade
point average (GPA). Study findings included the
following: (1) the attrition rate for the 18-21 age
group (3.3%) was much lower than that for other
age groups, all of which had rates higher than 50%,
(2) the attrition rate for black females was 39.1%,
while black makes had an attrition rate of 53.7%; (3)
the three major factors identified as contributing to
attrition at TNCC were employment, poor academic performance, and nebulous pre-matriculation
scademic performance, and nebulous pre-matriculation
scademic goals and uncertainty about major; and
(4) the attrition rate among students secting to up
grade employment skills for their present job, develop new job skills, or explore a career, or for
personal satisfaction was 62.7%, while the attrition
rate among students enrolled in curricula leading to
na associate degree or certificate was 33.5% (EJV)

ED 276 479

McLeon, Charles E
TNCC Student Opinion Servey.
Thomas Nelson Community Coll., Hampton, VA.
Office of Institutional Research.
Pub Date—28 Jul 86
Note—22p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Advising, "Ancillary School Services, College Paculty, "College Instruction, College Programs, Community Colleges, Counselors, Estracurricular Activities, "Participant Satisfaction, Schoduling, School Surveys, "Student Attitudes, "Student College Relationship, Two Year Colleges, Two Year Colleges Students
In May 1986, a survey of College, Two Year Colleges In May 1986, a survey of College Students
In May 1986, a survey of Colleges, Two Year Colleges

tionship, Two Year Colleges, "Two Year College Students In May 1986, a survey was conducted at Thomas Nelson Community College (TNCC) to gauge student perceptions of instruction, support services, scheduling, registration, advising, and general stmosphere at the college, Questionnaires were administered in class to students in 28 randomly selected courses. Study findings included the following: (1) overall, instruction received the highest ratings of any area studied, with over 90% of the respondents agreeing that the instructors were caring, effective, and knowledgeable, and that their classes were valuable, comprehensive, and interesting; (2) respondents were highly critical of student activities, with about 33% indicating that there were not enough activities and that the programs were not very good; (3) students were generally pleased with the variety of course offerings, and most felt that faculty and counselors were readily available for advising; and (4) students' general impressions of the college were two-rable, with 93% indicating they would recommend TNCC to friends and relatives, and 90% saying they had pride in attending TNCC. Study findings pointed to needs for improved communication in several critical areas, more student activities, improved cafeteria service, child care, and more responsive scheduling. Student responses to survey items are included. (EJV)

ED 276 480 JC 870 005 Quanty, Michael B. Staff Perception Survey. Thomas Nelson Community Coll., Hampton, VA. Office of Institutional Research. Pub Date—24 Sep 86

Note—22p.
Pub Type— Reports - Descriptive (141) —
Tests/Questionnaires (160)
EDBS Price - MF91/PC01 Plus Pestage.
Descriptors—Academic Advising, \*Administrator
Attitudes, Ancillary School Services, \*College
Bavironment, College Faculty, \*College Instruction, College Programs, Community Colleges,
\*Employee Attitudes, \*Faculty College Relations,
School Personnel, School Surveys, Self Evaluation (Groups), \*Tescher Attitudes, Tenured Faculty, Two Year Colleges
A staff survey was conducted at Thomas Nelson
Community College (TNCC) to examine how those
employed at the college view its major instructional
and student support programs. Along with demographic questions, the survey explored perceptions
of the college's programs, promotional activities,
and work environment, and overall impressions of
TNCC. In March 1986, staff in student services,
financial and administrative services, continuing edcuation, the library, audiovisual services, and development/public information completed the survey insimall groups with a researcher present to explain the
instrument. Faculty and staff in instructional divisions completed the survey individually. Study findings included the following: (1) though respondents
generally perceived the college's programs as short
senerally perceived the college's programs of promotional activities, on a previous survey, staff gave
lower ratings to quality of instruction and higher
ratings to quality of

ED 276 481

Orion, Marylin
High School/Hartnell Coordinating Council
1985-86 Year-End Report.

Pub Date-86

High School/Hartnell Coordinating Council 1985-86 Vear-End Report.

Pub Date—86

Note—7p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF91/PC01 Plus Postage.

Descriptors—\*Articus.ation (Education), \*College School Cooperation, Community Colleges, \*Cooperative Programs. High Schools, Teacher Workshops, Two Year Colleges

In spring 1985, Hartnell College and 10 area public and private high schools in Californis formed the High School /Hartnell Coordinating Council (HSHCC) to facilitate communications and cooperation between the high schools and the college. During 1985-86, HSHCC undertook the following activities: (1) monthly meetings to address issues of concern to all Salinas Valley educators; (2) the first Salinas Valley College Night, during which representatives from 30 colleges and universities were available to Salinas area high school students; (3) three full-day articulation workshops focusing on mathematics, English, and counseling, during which participants shared information regarding course content, assessment techniques, and counseling; voiced expectations for student performance; and identified mutual professional issues and problems; and (4) articulation events developed by high school and college faculty from the areas of art, business education, English as a second language, science, and social studies. Among the outcomes of these activities were the formation of the Mathematics Council of the Salinas Valley, the development of a course matrix indicating course equivalency in mathematics among schools, the identification of all required literature from grades 9 through 14, the administration of assessment tests by Hartnell personnel in area high schools, and the development of receiver understanding and more positive attitudes. Goals for the following year include the continuation of afficulation in currently involved disciplines; the expansion of articulation in currently involved disciplines;

including social and natural sciences and technology; the coordination of dropout prevention programs in the high schools; and the organization of programs allowing for concurrent enrollment. (EJV)

ED 276 482 JC 870 007 in 270 402 loyd, Chyriene M. astitutional Opportunities Plan for International

methational Opportunities Plan for international Development. Plorida Community Coll., Jacksonville. Pub Date—15 Sep 36 Note—76p.; Executive Summary (p.2-31), report (p.32-76); the 22-page matrix is printed in small

(p.32-76); the 22-page matrix is printed in small type.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Community Colleges, "Beonomic Development, "International Education, Interna-tional Trade, "Job Training, Program Descriptions, "Program Development, Two Year Colleges Identifiers—Florida Community College at Jack-anville.

Colleges
Identifiers—Florida Community College at Jacksonville
This two-part report describes Florida Community College at Jacksonville's (PCCI's) Institutional
Opportunities Plan for International Development,
part of a new programmatic thrust encompassing
job-specific training, economic development support, cultural exchange, and focus on world issues.
The following topics are covered in both parts of the
report, with the executive summary providing a narrative discussion and the opportunities plan which
outlines specific actions: (1) introduction to the
need for international development in the arrative discussion and training, futures assessment,
cultural exchange, and spokesperson for world
peace; (3) the creation of a network for international
development; (4) 1986 legislation affecting international development in Florida; (5) opportunities
available in international development, which includes information on the needs of foreign nationcludes information on the needs of some proportunities
available in international development, which is need to
intitutives; and (6) a matrix illustrating the relations
among various markets, resources, collaborations,
external and internal management, and evaluation
structures. (EJV)

ED 276 483

ED 276 483 JC 870 009

ED 276 483

JC 870 009

Findlen, George L.

Program Review: A Model Community College
Process and Instrument.

Eelgado Community Coll., New Orleans, LA.

Pub Date—[87]

Note—259.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MFBI/PCDI Plus Postage.

Descriptors—"Community Colleges, Educational
Assessment, Educational Quality, "Evaluation
Methods, Models, "Program Development, "Program Evaluation, "Self Evaluation (Groups), Two
Year Colleges
An overview is provided of the development of a
program review process and instrument, and the
subsequent validation of the process on three programs at Delgado Community College (DCC) in
Louisiana. First, introductory material describes
DCC's commainment to the development of a program review process as a means of enabling the
college to respond more quickly to technological
and economic changes. Next, the steps involved in
developing the review process and instrument are
outlined, including: (1) reading and studying of existing documents, including forms used by the Louisiana Board of Regents; (2) interviewing division
chairs, associate deans for instruction, and the director of curriculum development to determine
what information these administrators wanted a review document, including forms used by the Louisiana Board of Regents; (2) interviewing division
chairs, associate deans for instruction, and the director of curriculum development to determine
what information these administrators wanted a review document to provide and their concerns about
how the program review data would be used; (3)

"summary" and "highlights" sheets, a summary of
"summary" and "highlights" sheets, a summary of
recommendations, eight sections of questions, and a
list of attachments; (4) gaining the approval of key
academic administrators; (5) testing the process and
house and provides and their concerns about
how the program and folimenting the review instrument
foliments of the sequence of programs and fol memerican the sequence of pro-

terials on program review and DCC's program review documents. (LAL)

ED 276 484 JC 870 01 Roueche, Sunne D., Ed. Innovation Abstracts, Volume VIII, Numbers JC 870 010

1-29.
Texas Univ., Austin. National Inst. for Staff and Organizational Development. Spons Agency—Kellogpment. Spons Agency—Kellogpment. Worth, Tex. Pub Date—86 Note—60p.
Journal Cit—Innovation Abstracts; v8 n1-29 Jan-Dec 85
Pub Type—Collected Works—Series (2014)

Note—60p.

Journal Cit—Innovation Abstracts; v8 n1-29

Jan-Dec 86

Pub Type— Collected Works - Serials (022) —

Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF61/PC03 Plus Postage.

Descriptors—Abstracts, "College Instruction, Community Colleges, Educational Improvement, Educational Technology, Grading, Instructional Effectiveness, "Instructional Innovation, Program Descriptions, Student Motivation, "Teaching Methods, Two Year Colleges

This series of one- and two-page abstracts highlights a variety of innovative approaches to teaching and learning in the community college. Topics covered in the articles include: the use of "trigger films" in group learning situations, letter writing as a means of maintaining group cohesion in a nontraditional classroom; creative grading; the use of "Innovation Abstracts"; instructional strategies for multilingual vocational education; interdisciplinary science-humanities courses; professional development for classified staff; improving student retention; the scoring of writing assignments; student feedback; the value of "reinventing the wheel"; cultural literacy; European study tours; critical thinking and valuing as basic skills; word processor use in composition courses; dropout prevention through expectancy value theory; scademic advising teaching and grading methods in business law classes; a competition for high school students; student persistence at Mismi-Dade Community College (Florida); active learning; the "interactive errand" as an instructional tool for English as a second language; improving study skills; enhancing student creativity; Red Deer College's (Albertz, Canada) preceptorship program; teleconference extension courses; faculty development at Yukon College (Alaska); social science research projects; teaching the philosophy of success; conducting efficient meetings; qualities of outstanding teachers; computerized practice sets; and tandem testing. (LAL)

qualities of outstanding teachers; computerized practice sets; and tandem testing. (LAI)

Golnous, Fred And Others

Kanasa Community Cellege Businesa/Industry Relationships Report, 1983-86 School Year.

Kanasa State Dept. of Education, Topeka.

Pub Date—2 Jan 87

Note—78p.; The charts contain small print.

Pub Type— Numerical/Quantitative Data (110) —

Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Ancillary School Services, \*Business

Education, \*College Role, \*Community Colleges, Credit Courses, Educational Assessment, Job Training, Noncredit Courses, \*School Business Relationship, State Surveys, Two Year Colleges, \*Vocational Education

Identifiers—"Kanasa Statewide data were gathered to determine the extent of the relationship between business and indicated that: (1) the community college system during the 1945-86 school year. Analyses of the data indicated that: (1) the community college system during the 1945-86 school year. Analyses of the data indicated that: (1) the community college system during the 1945-86 school year. Analyses of the data indicated that: (1) the community college system during the 1945-86 school year. Analyses of the data indicated that: (1) the community college system during the 1945-86 school year. Analyses of the data indicated that: (1) the community college system during the 1945-86 school year. Analyses of the data indicated that: (1) the community college system during the 1945-86 school year. Analyses of the data indicated that: (1) the community oblige system during the 1945-86 school year. Analyses of the data indicated through 40 major educational programs; (2) on the average, each college served 1,120.8 employees of 22.4 businesses with 43 courses and 19.5 non-credit services; (3) the number of businesses served by serving businesses/industry, while one college generated 3,378.5 credit hours by doing so; (3) six of the colleges of fered on non-credit services; (6) three schools served 4.10-46 of all businesses/industries; and (7) the most s

48% of the businesses and over 31% of the employ-ces served by the state system. The bulk of the re-port consists of tables providing statewide and institutional data on business/industry relations. (LAL)

ED 276 486

State Plan for Community Colleges in Maryland:
Interim Report.
Maryland State Board for Community Colleges,

Annapolis.
Pub Date—Jan 87
Note—128p.; Prepared as an Annual Report to the

Pub Date—Jan 87
Nots—J28p; Prepared as an Annual Report to the Governor.
Pub Type— Numerical/Quantitative Data (110) —
Reports - Descriptive (141)
EDRS Price - MPDI/PC06 Plus Postage.
Descriptors—Academic Education, "College Planning, College Programs, "College Role, "Community Colleges, Continuing Education, Educational Assessment, "Educational Finance, Educational Assessment, "Educational Finance, Educational Objectives, Enrollment, Enrollment Projections, Mission Statements, "Statewide Pisanning, Two Year Colleges
Identifiers—"Maryland
This annual report to the Governor of Maryland provides an abbrevisted account of the activities of the state's community colleges, including institutional plans and objectives. Section I explains the mission and goals of the State Board for Community Colleges (SBCC) and for the institutions themselves, focusing on missions related to students, academic program levels, types of instructional programs, research, public service, and faculty; and goals related to the provision of high quality career, transfer, and education programs, courses, and services. Section II reports on the status of community college operations, offering information on: (1) credit enrollment and enrollment projections; (2) degree and certificate programs, including material on procedures for developing new instructional programs; (3) continuing education, including information on the system's operating budget, current funding formulas, audits, the discipline cost analysis system, and net operating costs; and (5) physical facilities and capital constructions. Section III presents the institutional plans and projections of the 17 community colleges within the system. (EJV)

ED 276 487 IC 870 014

Mahoney, James Fact Booklet on Com

ED 276 487

Mahoney, James
Fact Bookket on Community, Technical, and Junior
Colleges: Access with Excellence.
American Association of Community and Junior
Colleges, Washington, D.C.
Pub Date—[86]
Note—209.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Community Colleges, "Educational
Finance, Enrollment, Enrollment Trenchs, Foreign
Students, "Institutional Characteristics, Part
Time Students, "Student Characteristics, Two
Year Colleges, Two Year Colleges Students
This compilation of quotations and information
about the 1,222 community, technical, and junior
colleges in the United States focuses on enrollment,
students, finances, and institutional characteristics
and contributions. The first sections provide quotations from Ronald Reagan and other political leadears regarding the educational role and impact of the
community college philosophy are stated, data
are provided showing the number of colleges and
their enrollment ranges; credit and noncredit headcount; enrollment rends in public and private
two-year colleges from 1935-36 to 1985-36;
part-time enrollment; noncredit enrollment trends
from 1974-75 to 1984-85; and states with the largest
two-year college information on two-year college students, focusing on the characteristics of transfer,
minority, handicapped, part-time, female, employed, and international students. Community college finances are examined next in terms of total
operating budget, tuition, student financial aid, state
appropriations, and college spending. The final sections coasider other characteristics and achievements of the two-year college, focusing on the
associate degree, student/faculty ratios, faculty and

administrator characteristics, develop-tion, cultural resources, flexibility, tions to the economy. (EJV) pmental educa-and contribu-

ED 276 488 JC 870 01 Witt, Allen A. Excellence through Exit Evaluation: The Florida JC 870 015

Excellence through Exit avanual Experiment.
Pub Date—87
Note—13p.; Graduate seminar paper, Institute of Higher Education, University of Florida.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PO11 Plus Postage.
Descriptors—Academic Standards, "Achievement Tests, Community Colleges, Educational Quality, Evaluation Criteris, Evaluation Methods, State Standards, "Statewide Planning, Student Evaluation," Testing Programs, Test Reliability, Two Year Colleges
Identifiers—"College Level Academic Skills Test, "Worlda"

Year Colleges Level Academic Skills Test, \*Florida
From 1945 to 1976, the field of higher education operated in a growth-based mode, encouraged by government decisions and financed by government the decisions and financed by government unds. During the massive recession and exploding federal deficits of the early seventies, however, lagislators began examining the real value of higher education, and saking whether higher education was worth its cost. As a result, colleges have been forced to seek new methods of proving the quality of their educational product. One method, evaluation through exit testing, and in particular Florida's College Level Academic Skills Program/Test (CLASP/CLAST), has directly effected the subject matter taught in the college classroom. In concept, the CLASP/CLAST, bested 59 communications skills and 36 computations skills that every college student should master during the first 2 years of college to ensure that the college was doing its job. In reality, however, the results of the CLAST have been used to rank institutions. Though two- and four-year college faculty were heavily involved in identifying the skills to be tested, developing the CLAST instrument, and establishing cut-off scores, the end result of the CLASP was to establish state government control over the content of education in Florida. CLASP/CLAST has had positive effects in a number of areas, including student gains in measured competencies, increased articulation between institutions, and the improvement of the reputation of the community college system and accompanying increase in public confidence. On the other hand, critics point to negative consequences, including the tendency to view CLAST scores as predictors of upper division performance, the redirection of resources and objectives toward a single examination which has limited the breadth of educational experience in the lower division, and the inherent unfairness of passing a student through an educational system for 2 years, then denying him/her a diploma beca

ED 276 489 JC 870 016

Raymond, James H., III
American Indian Education and the Reservation
Community College.
Pub Date—Dec 86
Note—21p.; Graduate Seminar Paper, University of
Florida.
Pub Type. Opinion Paper (190)

Note—21p.; Graduste Seminar Paper, University of Florida.

Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*American Indian Education, American Indians, \*College Curriculum, \*College Role, \*Community Colleges, Curriculum Development, Educational History, Two Year Colleges
On almost any socioeconomic indicator measuring achievement or material acquisition (e.g., educational attainment, life expectancy, or unemployment), the American Indian ranks lower than any ethnic or racial group, other than those most recently immigrated. In an effort to overcome the shortcomings of reservation education and to exercise internal control of the educational process, in the 1960s, tribal leaders began providing facility space to area community colleges willing to deliver an Indian-entered curriculum. While these endeavors proved to be somewhat successful in establishing good working relationships, the range of Indian-related courses fell far short of tribal expectations. With federal and private aid, Indian-controlled and directed community colleges were established on reservations to address the specific needs of the tribes. In 1972, the American Indian Higher Education Consortium (AINEC) was formed to provide training and technical assistance to member colleges

and to develop methodologies to deliver a curriculum that would satisfy special interests, provide remedial education, offer vocational skills training,
and develop lower division courses that would
transfer to senior institutions. In answer to the
greatest needs, the staples of the reservation community college curricula are in business management, substance abuse services, and medical
assistance. In addition, all of the community colleges offer studies in tribal history and language development. Some of the colleges have achieved
articulation and transfer agreements with four-year
institutions as well. The two most pressing needs of
the reservation communities are Indian-delivered
education at all levels, and vocational/technical
paraprofessionals. While the latter can help to effect
the development of the reservations, the former can
prepare the communities for newly emerging resities. Community colleges can influence both processes. (EIV)

JC 870 017

ED 276 490
Supplemental Report on Academic Salaries, 1963-36; Faculty Salaries in the California Community Colleges [and] Selected Administrative Salaries at the University of California and the California State University.
California State Postsecondary Education Committee of the California Ca

Cantornia State Postsocondary Education Commis-sion, Secramento.

Report No.—CPEC-86-26
Pub Date—Sep 86
Note—34p.; For the full annual salary report, see
ED 267 695.

ED 267 695.

Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MPDL/PC02 Plus Postage.

Descriptors—Academic Rank (Professional), Asnual Reports, "College Faculty, "Community Colleges, Comparative Analysis, Contract Saleries, Educational Legislation, Paculty Workload, Full Time Faculty, Higher Education, Part Time Faculty, "Retirement Benefits, State Colleges, State Surveys, "Teacher Employment Benefits, Teacher Retirement, "Teacher Salaries, Two Year Colleges Identifiers—"California Data are presented on faculty salaries in the Cali-

Teacher Retirement, \*Teacher Salariea, Two Year Colleges Identifiers—\*California Data are presented on faculty salaries in the California community colleges, and selected administrative salaries at the University (CSU) for 1985-86. Section I looks at faculty salaries for the California community colleges, including information on average salaries and salaries of part-time and full-time faculty with overioed assignments, as well as recommendations by the California Postsecondary Education Commission regarding the review of the master plan for higher education. This section concludes with an information summary indicating that regular and contract faculty were earning as average of 336,203 per year. Section II examines selected UC and CSU administrative salaries, focusing on data gathering considerations and showing statewide averages for both educational segments. Among the appendices are a list of qualifications for various California community college salary classifications, and administrative position descriptions. (EJV)

ED 276 491

Academic Year Report, 1983-86. Washington Community Colleges. Washington State Board for Community Coll. Education, Olympia.

Pub Date—[87]

Note—80p.; Prepared by the Division of Information Services and Enrollment Planning.

Pub Type— Numerical Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MP01/PO4 Plus Postage.

Descriptors—Administrators, Capital Outlay (for Fixed Assets), College Faculty, College Role, Community Colleges, "Educational Facilities, Enrollment, "Expenditures, Federal Aid, Financial Support, Part Time Faculty, Salaries, "School Personnel, State Aid, State Colleges, State Surveys, "Student Characteristics, Two Year Colleges

veys, "Student Characteristics, Two Year Col-leges
Identifiers—"Washington
Information on enrollments, personnel, finances
and facilities in Washington's community colleges is
provided in this report for the four quarters of
1985-86 and for previous years. First, general information is presented on the colleges' role, mission,
and history, the organization of the state system,
highlights of 1985-86, and a comparison of annualined full-time equivalent (FTB) students by funding
source. Section I contains definitions related to stu-

dent characteristics and FTE enrollments, and data on student headcount characteristics, student enrollment, and annualized FTE's. Section II offers information on faculty and staff, including data on annualized FTE faculty by funding source, FTE faculty and administrative personnel by employment status and assignment area, and classified employee annualized FTEs by employment status and assignment area. Section III examines facilities and capital planning for the system and each college. Finally, section IV presents an overview of community college financial operations, including costs per FTE student, sources of funding, and expenditures by program, element, and object. Appendices include information on student tuition and fees, additional historical enrollment information, and a list of statistical publications. (LAL)

ED 276 492

JC 870 019

ED 276 492

JC 870 019

Pulmer, Jim

Bolstering the Community College Transfer Function. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Aug 86

Contract—400-83-0039

Note—6p.

Pub Type—Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)

Note—6p.
Pub Type—Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Articulation (Education), "College School Cooperation, "College Transfer Students, "Community Colleges, Educational Mobility, Educational Planning, Higher Education, High Schools, "Intercollegiste Cooperation, "Transfer Programs, Two Year Colleges
Identifiers—ERIC Digests
Efforts have recently been undertaken to smooth the flow of students from community colleges to baccalaureste-granting institutions. Focusing on more than transfer of course credits, these efforts have involved multidimensional programs of cooperation with high schools and four-year institutions as well as programs which identify and assist potential transfer students. Some community colleges are taking direct or indirect steps to hone the skills of students who are still in high school (e.g., specifying and disseminating information on the scademic competencies expected of college students, sponsoriap programs to improve the test-taking or colleges survival skills of high school students, and offering classes to improve the reading, writing, and thinking skills of high school students, and offering classes to improve the reading, writing, and thinking skills of high school students, and offering classes to improve the reading, writing, and thinking skills of high school students, and offering classes to improve the reading writing, and thinking skills of high school students, and offering classes to improve the reading, writing, and thinking actills of low-achieving students). Transfer is also promoted through articulation agreements with four-year colleges specifying the transfersbility of competencies as well as credits and formal and informal activities designed to promote diadque among faculty members. Other manifestations of the movement to improve transfer rates are the development of assessment and tracking systems, which provide ongoing feedback on a student for members. Othe

ED 276 493 JC 870 020

ED 276 493 JC 870 020
Opp, Ron Colby, Anita
Improving Studest Retention in Community Colleges, ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 86
Contract—400-83-0039
Note—6n.

Pub Type—Reports - Descriptive (141) — Informa-tion Analyses - ERIC Information Analysis Prod-

tion Analyses - ERIC Informstion Alasyses Proc-ucts (071) MF91/PC91 Plas Postage. Descriptors—\*Academic Persistence, \*Community Colleges, \*Dropout Prevention, Dropouts, \*School Holding Power, Student Attrition, \*Stu-dent College Relationship, Two Year College Two Year College Students, Withdrawal (Educa-

tion)
Identifiers—ERIC Digests
In the last 10 years community college enrollments have leveled off, bringing a new urgency to institutional efforts to retain current students. Obstacles to academic persistence include external factors such as insufficient funds, work demands, social demands, family obligations, housing or transportation problems; and internal problems such as procrastination, fear of failure, insability to ask for help, lonelineas, self-doubt, value conflicts, and carser indecision. To deal with these factors, college retention efforts should focus on areas such as academic stimulation and assistance, personal future building, and out-of-class faculty interaction. Additional retention activities, such as mandstory testing and placement, orientation programs, peer instruction, and integrated support services, have also been identified as heipful. Research and experience have indicated that intervention strategies that focus on specific needs of targeted groups of as-risk students, including low-income students, the academically underprepared, students with unclear academic and career goals, and reentry students, may increase re-tention. Current research indicates that such retention or programs, comprising assessment and placement, orientation, counseling, academic advising, developmental education, and ancillary support services, can and do enhance students' chances of success. (LAL)

## PS

ED 276 494 PS 015 948

ED 276 494 PS 015 948 Smith, Deris O. Are We Teaching for Success or Understanding? Pub Date—Mar 85 Note—9p.; Paper presented at the Trends and Transformations in Education Conference (Fresno, CA, March 22, 1985). Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage. Descriptors—\*Comprehension, Elementary Education, "Elementary Education, "Individual Development, "Success, "Teacher Role, Teaching Skills

Skills ientifiers—\*Developmental Patterns, \*Reflexive

Skills
Identifiers—"Developmental Patterns, \*Reflexive Abstraction
Teachers recognize that students may successfully perform diverse actions and not understand what they have done. Several classroom techniques are employed to increase students' comprehensor, such as giving more time to practice and accepting students' "growth" errors. In order to understand, children must be given the opportunity to construct their own understanding, even though a mismatch may occur between their representations of their thinking and conventional symbols. A true representation, though, reflects what a child is thinking at a certain time, not what adults think the child should be thinking. Gaining understanding involves reflexive abstraction: a projection of experiences to a higher level and a reorganization of experience at that higher level. For example, children who successfully build numbers with Dienes Blocks may then project that experience mentally and reorganize it with mathematical symbols to reflect their work. Children's increasingly systematic competence at a task is a clue that they are ready to become conscious of what they are doing. Over time a match between children's symbols and conventional symbols will occur. The developmental teacher is aware of the difference between success and understanding and encourages children to go beyond the right answers to attain understanding of the rules that lead to the right answers. (RH)

ED 276 495

PS 016 102

Sutton-Smith, Brian The Fate of Traditional Games in the Modern

The Fate of Traditional Games in the Modern World.

Pub Date—20 Sep 85

Note—19p.; Filmed from best available copy. Concluding discussion delivered at Rainbow Week International Symposium. "Physical Activities and Cultural Identity of Children and Youths" (3rd, Toulouse, France, August 30-September 6, 1985). Pub Type—Opinion Papers (120) — Speeches/ Meeting Papers (150)

EDRS Price - MP61/PC01 Plus Pustage.

Descriptors—Athletics, "Childrens Games, Cultural Context, Elementary Education, Ethnicity,

\*Folk Culture, Futures (of Society), Modernization, Play, \*School Role, \*Selection, \*Traditions

fiers-\*Cultural Preservation, \*Cultural Rele-

ism
Identifiers—\*Cultural Preservation, \*Cultural Relevance
Challenging the use of schools for the preservation of selected traditional games, often in conjunction with competitive sports advocated by
governments, this paper probes five issues. Are the
traditional physical activities really worth preserving and, if so, why? Can such traditional activities
actually be manipulated to meet expectations?
Which traditional items should be selected for preservation? What kind of cultural identity is relevant
to the modern world? Can schools or adult agencies
effectively sustain or preserve a traditional physical
activity, since children are taught to "play with" a
tradition rather than to be traditional? It is concluded that where traditions are not a direct expression of the life of a people, they cannot be preserved
in their earlier character. Furthermore, whereas
physical activities in their earlier forms were directly related to earlier kinds of life, the present or
future identity of children and adults is, in contrast,
an increasingly symbolic and solitary one. Scholars
should think clearly about what it is that they wish
to preserve and who gains an advantage by such
preservation, since what is preserved is a new performance culture suitable for an sudience and television and no longer an uncontrived natural
expression. (RH)

ED 276 496

PS 016 134

ED 276 496 PS 016 134

Storm, Sherry
The Human Side of Child Care Administration: A
How-To Manual,
National Association for the Education of Young
Children, Washington, D.C.
Report No.—ISBN-0-912674-98-9
Pub Date—85

Pub Date—57 Note—78p. Available from—National Association for the Edu-cation of Young Children, 1834 Connecticut Ave-nue, N.W., Washington, DC 20009 (NAEYC #702, \$12-50; shipping included on pre-paid or-

ders).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MP01/PC04 Plus Pestage.
Descriptors— Administrator Education, Communication Skills, Play Care, Early Childhood Education, \*Independent Study, \*Job Skills, Meetings, Money Management, Personnel Evaluation, Personnel Policy, Personnel Selection, Proschool Education, Froblem Solving, Teacher Motivation.

ation, Personnel Policy, Personnel Seiection, Preschool Education, Problem Solving, Teacher Motivation
Produced as the result of a leadership training course for early childhood program directors and designed to be used by directors as an independent guide, this manual is a practical resource for program directors who do not have the time or funds to obtain the specialized training needed for effective administration. Contents focus on basic administrative functions such as communicating effectively, developing administrative policies and procedures, interviewing and hiring staff, conducting meetings of staff and parents, motivating and evaluating staff, solving problems and managing change, and planning and managing finances. Providing essential and basic information related to each topic, each section addresses a specific management or administrative responsibility of the preschool or day care center director. Topics are addressed concisely, examples relevant to child care are used, and worksheets and exercises to facilitate learning are provided. (RH)

ED 276 497 PS 016 137

West, Suzanne E. Children's Friendships. Cornell Univ., Ithaca, N.Y. Cooperative Extension

Service.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—HDFS-53

Pub Date—85

Note—15p.

Pub Type— Opinion Papers (120) — Guides Non-Classroom (055)

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

Descriptors—°Childhood Needs, \*Children,

\*Priendahip, \*Intervention, \*Parent Role, \*Social
Development escriptura

\*Priendship, \*Intervenance.
Development
dentifiers—\*Developmental Patterns
This booklet discusses several topics related to
triendships among children. Particular attention is

given to the importance of children's friendships, the origin and development of friendships, adult in-fluence on children's friendships, and ways adults can assist children in becoming friends. Adult inter-vention to end a friendship and ways to help chil-dren cope with the stress of losing a friendship are also discussed. Several photographs are included which illustrate children's friendships, as well as a list of suggested reading (for children). (RH)

ED 276 498

ED 276 498 PS 016 150
Sword, Jeane, Ed.
The Califa's View of the World: Stories and Play.
Proceedings of the Annual Conference on Early
Childhood Education (5th, Duluth, Minnesota,
September 27-28, 1985).
Minnesota Univ., Duluth. Dept. of Child and Family Development.
Pub Date—Sep 35
Note—Sep.
Pub Type—Collected Works - Proceedings (021)—
Opinion Papers (120) — Reports - Descriptive
(141)

Opini (141)

Pub Type—Collected Works - Proceedings (Uz1)—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Pries - MP01/PC02 Plus Postage.

Descriptors—°Age Differences, Art Expression, Child Abuse, "Childrens Games, Developmental Stages, Barly Childrens ("Play, Preschool Teachers, Social History, Stepfamily, "Story Telling, Teacher Role, Well Being, Western Civilization, Young Children

Identifiers—"Story Content

The conference papers included in this monograph discuss topics related to early childhood education. Two keynote addresses by Brian Sutton-Smith are presented along with five sectional presentations by other speakers. The first keynote address, concerning the nature of children's stories: (1) argues that adults use stories to indoctrinate children, and not to encourage children to express themselves; (2) provides examples of stories invented by children; (3) points out characteristics of children's story construction. The second keynote address examines some currently available, widely contrasting views of play and games. Play is of children's story construction. The second keynote address examines some currently available, widely contrasting views of play and games. Play is discussed in terms of its idealization as freedom, as creativity and imagination, as mastery, and as collaboration. Games are discussed in terms of the idealization and malediction of games, games as irrational, as deceptive, and as physical contest. Relevant applications of each of the above discussions to the play of early childhood (James H. Brutger), hobistic wellness for teachers (Frank Guldbrandsen), health education for preschoolers (Georgia L. Keeney), ways adults can help abused children (Kay Stevens), and ways of strengthening stepfamilies (Janine A. Watts). (RH)

ED 276 499 PS 016 155

Zinsser, Caroline
Day Care's Unfair Burden: How Low Wages
Subsidize a Public Service.
Center for Public Advocacy Research, New York,

NY.
Pub Date—Sep 86
Note—33p.
Available from—Center for Public Advocacy Research, Inc., 12 West 37th Street, New York, NY 10018 (\$3.00).

Research (143)

search, Inc., 12 West 37th Street, New York, NY 10018 (33.00).

Pub Type— Reports - Research (143)

EDBS Price - MF01/PC02 Plus Postage.
Descriptors—Bias, \*Child Caregivers, Costs, \*Day Care Centers, Early Childhood Education, Educational Quality, \*Pringe Benefits, Government Role, Grants, \*Nursery Schools, \*Salaries, State Government, State Programs, State Surveys, Work Environment
Identifiers—\*New York, \*Project Head Start
The first statewide survey of day care worker salaries and benefits, involving 4,844 employees from 413 day care centers, Head Start programs, and nursery schools, shows that day care workers in New York State, as in other states, are compensated with low wages and few benefits. For day care staff, neither years of experience nor educational achievement result in significant wage increases. New York State subsidies are inadequate. Wages are insufficient to attract and retain qualified workers. The staff turnover rate is high. Additional research reveals the high costs of low quality care and that few students are choosing college-based training programs in early childhood education as preparation for a career in day care. Day care is deteriorating in

quality, with injurious effects to children and their parents, as well as to day care workers themselves. Present government policy perpetuates, rather than corrects, this situation. Data suggest a web of factors that must be taken into account in formulating solutions to these problems. Five important factors are (1) differences between programs, (2) differences in job categories, (3) local labor market conditions, (4) economics of operating individual centers, and (5) unionization. Eleven policy recommendations are offered and thirty endnotes are provided. (EH)

PS 016 156

ED 276 500 PS 016 15

Piptione, Saluctore A.

Longitudinal Study of the Developmental Kindergarten Program in the Glen Cove City School
District.

Pub Date—20 Oct 36

Note—24p.

Pub Type— Reports - Research (143)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—\*Developmental Programs, \*Kinder
garten Children, Longitudinal Studies, Primary
Education, \*Program Effectiveness, Program
Evaluation, \*Remedial Instruction, \*Screening
Tests

Botucation, "Program Effectiveness, Program Evaluation, "Remedial Instruction, "Screening Tests
Pre-Kindergarten children's diagnostic screening and standardized test acores from 1979 to 1984 were analyzed to compare the school achievement of children placed in a developmental kindergarten program (DKP) with children given regular instruction. Of 475 subjects, 81 participated in a DKP, while 394 did not. Statistical analyses were performed to determine the overall significant difference between the two groups on current reading and mathematics scores, to identify which of 10 variables best predicted children's future performance as measured by the Scott Foresanan Reading and Math Subtests, and to determine how much variance in current reading and math scores is explained by individual variables used in the screening. Screening variables were sex, grade, year screened, treatment group, number of years in school, intelligence quotient, readiness survey total, language development, visual motor development, and gross motor development. Findings suggested that (1) the placement of children in the developmental program was quite adequate; (2) for prediction purposes, the Readiness Survey Total is a very good screening instrument; and (3) children placed in the DKP were still not on a par with those not so placed. (Author/RH)

ED 276 501

PS 016 175

Ewy, Richard

Infant Smiling during Social Interaction: Arounal
Modulation or Activation Indicator?

Pub Date—Apr 86

Note—15p.; Paper presented at the International
Conference on Infant Studies (Los Angeles, CA,
April 10-13, 1986).

Note—16p.; Paper presented at the International Conference on Infant Studies (Los Angeles, CA, April 10-13, 1936).

Pab Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF91/FO1 Plas Postage.

Descriptor—"Age Differences, "Arousal Patterns, "Infant Behavior, Interpersonal Relationship, "Models Identifiers—Development Patterns, "Smiling, "Theory Development Patterns, "Smiling, "Theory Development In a study of infant smiling, 20 mother-infant dyads were videotaped in normal face-to-face interaction when the infants were 9 and 14 weeks of age. Videotapes were used to determine which of two classes of smiling behavior models, either arousal modulation or activation indicator, was most supported by empirical data. Arousal modulation moderate levels. Activation indicator models, such as the Interaction Task Model, view the smile as a component of a process of modulation reducing cognitive arousal to moderate levels. Activation indicator models, such as the Interaction Task Model, view the smile as sen indication that the infant's arousal, activation, or energy levels are rising, either as a result of stimulation or in anticipation of increased cognitive or physical activity. At each data-gathering point, 1 hour of usable interaction was obtained from each dyad, in which the infant was alert and content. Casets and offsets of smiling, looking, and vocalizing in both infant and mother were coded for time-lagged conditional probability analysis. A set of 11 opposing predictions was established to contrast the models. Opposite conditional probability relationships were predicted in 5 cases. Reported findings were consistent with the activation indicator models. It is concluded that the Interaction Task Model furthers

understanding of early infant social behavior. Nu-merous line graphs are provided. (RH)

ED 276 502

merous line graphs are provided. (RH)

ED 276 502

PS 016 176

Bridges. Robert E.

Black Male Calid Development: A Broken Model.

A Report on Six Years of Formal Observation and Study.

Pub Date—Oct 86

Note—24p.; Paper presented at the Annual Conference of the National Black Child Development Institute (16th, Miami, Ft., October 8-10, 1986).

Pub Type—Reports - Research (143) — Spoeches/Meeting Papers (150)

EDRS Price - MP91/PC01 Plus Pustage.

Descriptors—"Academic Achievement, Adults, "Black Youth, Elementary Secondary Education, "Family Influence, "Individual Development, "Males, Prisoners, Public Schools, Self Concept Identifiers—"Identity Pormation, "School Effects The dynamics of human development are some-how programmed to produce failure for black male children. On tests of academic achievement black male children of the produce failure for black male children to drop out of school. Data indicate that most black male elementary school students, while respecting education, show no appreciation for excellence in school. Students performing at low levels receive little encouragement from family members. Role models usually were family members or others close to the family. Most did not view their race and gender as disadvantaging characteristics. Instructives involving incarcerated black male adults indicated that (1) few "good things" had been part of their lives, (2) they had an internalized appreciation for the family and a pattern of viewing close family members as models, (3) they had experienced discomfort and, frequently, failure in school, (4) incomprehension and conflict characterized their relationships with females, and (5) they had assumed full responsibility for the outcome of their lives, In sum, a network of negative factors is at work against the black male shild as he struggles to become an adult, involving father absence, conflict in male-female relationships, developmental risks at school, competition with white males, and impediments to sequential and continuous skill development. Con

PS 016 177 Bohlin, Gunilla Hagekull, Berit Early Infant-Mother Interaction and Maternal

Experience 38 Material Experience 38 Pub Date—Aug 86 Note—15p; Paper presented at the Meeting of th Third World Congress on Infant Psychiatry and Alliad Disciplines (Stockholm, Sweden, Augus 3-7, 1986).

Third World Congress on Infant Psychiatry and Allied Disciplines (Stockholm, Sweden, August 3-7, 1986).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/F031 Ples Postage.
Descriptors—Behavior Patterns, Foreign
Countries, \*Infants, Interpersonal Relationship, Interviews, \*Mothers, Observation, \*Parent Child Relationship, \*Parent Influence, Questionnaires, \*Social Behavior Identifiers—'Interactional Disturbance (Psychology), \*Intrusiveness, Sweden
Two studies, labeled A and B, were conducted (1) to investigate relationships between early infant and mother behaviors over situations and over time, (2) to explore relationships between maternal experiences and behaviors, (3) to compare infant-mother pairs in which mothers were "intruding," i.e., showing high frequencies of contact and response behaviors not always adapted to infant signals, with pairs in which mothers did not intrude. In Study A, children were visited at home once. Data were collected through direct observation, structured interviews, and a self-report questionnaire. Variables of Study A included the quantity of maternal interactive behavior; maternal sensitivity; infant social behavior; and mother's social support from family and friends, positive life events, negative life events, and pleasure in infant. Variables of Study B were maternal positive social behavior; infant signaling ability; and mother's social behavior; infant signaling ability; infant positive social behavior; infant signaling ability; infant positive social behavior; infant signaling ability; infant mother's social support from humband, general life situation, self-confidence, maternal preoccupation,

and pleasure in infant. In general, findings suggest that it is possible to achieve early identification of interaction problems in mother-infant pairs via global impressions and verbal reports. (RH)

PS 016 178

ED 276 504

Leijon, Ingernar And Others
Psychomostor Development and School Performance of Children Who Were Low-Birth Infants:
Relation to Neurobehavioural Condition in the Newborn Period.
Pub Date—Aug 36

Note—18p.; Paper presented at the Meeting of the Third World Congress on Infant Psychiatry and Allied Disciplines (Stockholm, Sweden, August 3-7, 1986).

Third World Congress on Infant Psychistry and Alliad Disciplines (Stockholm, Sweden, August 3-7, 1986).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Prics - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, "Birth Weight, Elementary Education, "Elementary School Students, Foreign Countries, Intelligence, Longitudinal Studies, "Neonates, "Prediction Identifiers—Developmentally Delayed, "Psychomotor Development, "Sweden
This study investigated neurological and psychomotor Development, "Sweden
This study investigated neurological and psychomotor development and intelligence from birth to 8 years of age among Swedish infants with intrautering prowth retardation (IUGR). The relationally between neonatal neurological and behavioral condition to follow-up results was also investigated. Twenty-two infants with IUGR were arranged in 2 groups according to birth weight in relation to gestational age and sex. Control group infants, numbering 17, had normal birth weight in relation to gestational age and sex. Control group infants, numbering 17, had normal birth weight in elation to gestational age and sex. Control group infants, numbering 17, had normal birth weight in elation to gestational age and sex. Control group infants, numbering 17, had normal birth weight in elation to gestational age and sex. Control group infants numbering 17, had normal birth weight in patient of the sex of the sex

PS 016 179

Lundh, Wendela Intervention and Prevention in Swedish Child Health Care.

Health Care.

Pub Date—Aug 86

Note—7p.; Paper presented at the Meeting of the
Third World Congress on Infant Psychiatry and
Allied Disciplines (Stockholm, Sweden, August 3-7, 1986).

Allied Discipianes (Stocknoim, Sweden, August 3-7, 1986).
Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Birth Rate, Children, "Family Health, Pederal Legislation, Federal Programs, Poreign Countries, "Health Services, "Intervention, Parent Education, "Prevention, "Public Health Identifiers—"Child Health, "Sweden Discussion focuses on Swedish population demographics, child-oriented political reforms, research on the declining birth rate, the provision of child health care centers for children, legally mandated parent education, the law against corporal punishment of children, and aspects of community child health and maternity health care services. The tendency in modern Swedish family politics is to initiate rather extensive and broad programs which, for the sake of equality, are available to all children or families. The programs are preventive and are intended to serve as a kind of social network. (RH)

ED 276 506 PS 016 184

Zinsser, Caroline
A Study of New York Day Care Worker Salaries
and Benefits.
Center for Public Advocacy Research, New York,

Spons Agency—New York State Dept. of Social Services, Albany. Pub Date—Sep 86

Note—122p.

Available from—Center for Public Advocacy Re-

search, Inc., 12 West 37th Street, New York, NY 10018 (\$10.00).

search, Inc., 12 West 37th Street, New York, NY 10018 (\$10.00).
Pub Type-Reports - Research (143) — Testa/Questionnaires (166)
EDRS Price - MF91/PC05 Plas Pestage.
Descriptors—"Day Care, Day Care Centers, "Fringe Benefits, Nursery Schools, "Personnel, Preschool Education, "Salaries, State Surveys Identifiers—"New York, Project Head Start Compensation of day care workers in the State of New York was investigated in a study involving 451 day care centers, Head Start programs, and nursery schools representing 4,844 employees. Dats for New York City and the rest of New York were analyzed separately. In New York State, head teachers earned an average of 55.33 per hour and classroom sides 53.80. Day care employees were lightly educated in relation to their compensation. Most day care employees were new to the field and received few benefits. New York city fees on average were 56 percent higher than New York State fees. Teacher turnover was high throughout the State. The most frequently cited reason for staff's leaving was to find a better job. Department of Labor and Bureau of the Census figures bore out survey findings in documenting low wages. Recent State. The most frequently cited reason for staff's leaving was to find a better job. Department of Labor and Bureau of the Census figures bore out survey findings in documenting low wages. Recent State State

ED 276 507

Baby Basics: A Guide to Your First Weeks as
Parents.

m Education for Parents, Inc., Santa Barbara, CA.

Pub Date—86 Note—57p.; For other guides in this series, see PS 016 186-189.

016 186-189.
Available from—PEP Publications, Postpartum Education for Parents, Inc., P.O. Box 6154, Santa Barbara, CA 93160 (\$6.00; Discount on quantity orders).

orders).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Adjustment (to Environment),
"Birth, Guidelines, "Infants, "Parents, "Planning,

Descriptors—"Adjustment (to Environment),
"Birth, Guidelines, "Infants, "Parents, "Planning,
"Traffic Safety
Identifiers—"Postpartum Care
To prepare expectant parents for the practical and
emotional demands of the first few weeks with their
newborn child, this book discusses automobile passenger safety, preparation for the infant's arrival,
and caring for the infant. Specifically, Part I discusses child passenger safety and terms of law, how
to restrain children safely, choosing a safety seat,
use of a locking clip, recycled car seats, and the
correction of defects in car seats. Part 2 explores
questions to consider before the baby arrives, offers
suggestions for the basic layette, makes recommendations about boby clothes, and compares the first
6-month costs of a do-it-yourself approach to purchasing and laundering dispers either at home or
laundromat with the cost of employing a disper service and the cost of purchasing disposable dispers.
Part 3 advises about cord care, giving sponge and
tub baths, feeding and dispering, shopping for nursery equipment, the behavior of the newborn, coping
with postpartum changes, and postpartum adjustment. (RH)

EAJ Z16 508

Baby Banics: A Guide to Establishing An Infant
Care Class in Your Community.
Postpartum Education for Parents, Inc., Santa Barbars, CA.

bara, CA.
Pub Date—86
Note—132p.; For the separate edition of Part 3 of this guide, see PS 016 185. For other guides in this series, see PS 016 185. For other guides in this series, see PS 016 186-189.
Available from—PEP Publications, Postpartum Education for Parents, Inc., P.O. Box 6154, Santa Barbara, CA 93160 (\$10.00).
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MP01/POO Plus Postage.
Descriptors—Guidelines, Infant Behavior, "Infants, "Instructional Materials, "Organization, "Program Development, Traffic Safety, "Volunteers Identifiers—"Postpartum Care, "Postpartum Education for Parents cation for Parents Because parents-to-be in Santa Barbara needed

hands-on, practical assistance prior to the birth of their child, Postpartum Education for Parents (PEF) volunteers organized the Baby Basics program. Like all PEP services, Baby Basics is a supplement to, but not a substitute for, medical advice. Part 1 of this guide describes the history, philosophy, and organization of Baby Basics. Program organization is discussed in terms of the steering committee, publicity and registration, time and place, fee, PEF volunteer participants, community participants, instructional methods, subjects covered, displays and storage, equipment and supplies, and evaluation of each seasion by PEF volunteers. Part 2 provides scripts of presentations and demonstrations concerning welcome of parents and introduction of volunteers, car seat use, California law, feeding, behavior of the newborn, bath and cord care, and postpartum feelings. Guides for demonstrating equipment and how to bathe and disper the infant are included. Part 3 (which has been issued as a separate booklet entitled "Baby Basics: A Guide to Your First Weeks as Parents") offers numerous handouts concerning infant behavior, safety, and care. Related forms, worksheets, and other program materials are appended. (RH)

Armstrong, Julie And Others
Volunteeer's Reference Guide.
Postpartum Education for Parents, Inc., Santa Barbara, CA.

bars, CA.
Pub Date—78
Note—83p.; For other guides in this series, see PS
016 185-189.

Pub Date.—78
Note.—83p.; For other guides in this series, see PS
016 185-189.

Available from PEP Publications, Postpartum Education for Parents, Inc., P.O. Box 6154, Santa Barbara, CA 93160 (\$6.00).

Pub Type — Guides - Ceneral (050)

EDRS Price - MPDI-PC04 Plus Postage.

Descriptors.—\*Adjustment (to Environment),

\*Child Development, \*Individual Needs, \*Infants, Neonates, Parent Education, \*Reference Materials, \*Volunteers
Identifiers.—\*Postpartum Care

For Postpartum Bucation for Parents (PEP) volunteers, this reference guide provides background information about the common concerns of parents.

Extensively reviewed for accuracy and content by pediatricians, psychologists, obstetricians, nurse, and childbirth educators, the guide contains a summary discussion of the postpartum infant and family. The guide is organized in a developmental format because the needs of parents and children vary greatly depending on the age of the child. In Section I, four chapters focus on physiological changes during the postpartum period, other changes during postpartum, the newborn, and special circumstances (such as adoptive parents, caearean section, premature birth, multiple births, parents of handicapped children, parent-child separation, belasted parenthood, and the single female parents and dimensions of children's development during the first year of life. The discussion of emotional adjustments of parents and dimensions of children's development during the first year of life. The discussion of emotional adjustments describes parent's reactions, positive and negative aspects, and ways of dealing with price, love, being needed, frustration, worry, jeal-ousy, inadequacy, and resentment. The guide also contains a section on leadership and communication techniques and includes information on distinguishing between medical and non-medical issues. (RH)

Armstrong, Julie And Others
A Guide for Establishing a Parent Support Program in Your Community.
Postpartum Education for Parents, Inc., Santa Barbara, CA.
Pub Date—79
Note—126—79

Note—126p.; For other guides in this series, see PS 016 185-189.

Note-1409, For other John Street, Poper Street, Poper Street, Inc., P.O. Box 6154, Santa Barbara, CA 93160 (\$10.00).
Pub Type-Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MP01/PC06 Plus Postage.
Descriptors—PC0mmunity Action, Community Relations, \*Parent Education, \*Program Content, Program Descriptions, \*Program Development, Publicity, \*Social Services, \*Social Support Groups, Training, Volunteers
Designed to inspire parents throughout the United States to develop parent support programs,

this book describes one such program which successfully operates in a community of 150,000 people. The Postpartum Education for Parents (PEP) program is designed to offer free assistance to families following the arrival of a baby Specifically, the purpose of the program is to ease the adjustment of the developing family immediately after the arrival of a baby by offering emotional support and sharing ideas for new parents. Chapter 1 tells how PEP began. Chapter 2 describes the organizational structure, financing, and evaluation of the program. Chapter 3 describes PEP services, including the "warm" line, parent discussion groups, special circumstance support, childbirth class presentations, postpartum telephone calls, the PEP speakers' bureau, and other services. Chapter 4 discusses volunteer requirements, recruitment, screening, training, and supervision; describes training materials; and lists the responsibilities of the volunteer coordinator. Chapter 5 focuses on publicity and community relations. Related materials are appended: they include a summary of a grant application, PEP bylaw, articles of incorporation, and various guidelines for volunteers. (RH)

ED 276 511

PS 016 189

Mrails, Judy
A Leader's Guide for Training Volunteers in Parent
Support Services.
Postpartum Education for Parents, Inc., Santa Barbara, CA.

Support Services.
Pootpartum Education for Parents, Inc., Santa Barbara, CA.
Pab Date.—79
Note.—132p.; For the guide of which this document is a combination, see PS 016 185-187.
Available from.—PEP Publications, Postpartum Education for Parents, Inc., P.O. Box 6154, Santa Barbara, CA 93160 (\$10.00).
Pub Type.—Guides - Classroom - Teacher (052) EDRS Price - MFDI/PC06 Pins Postage.
Descriptors.—Birth, Group Dynamics, Guidelines, "Hotlines (Public), "Information Services, Inservice Education, Instructional Materials, "Parent Education, Role Playing, Screening Tests, "Training, "Volunteers, Workshops Identifiers.—"Group Leaders, Fostpartum Education for Parents
A continuation of "A Guide for Establishing a Parent Support Program in Your Community," this book exemplifies the methods that the Postpartum Education for Parents (PEP) program has utilized in training volunteers. PEP's training programs are designed to enhance the natural communication abilities that parent volunteers possess. The guides in this book present, in layman's terms, outlines for (1) leading discussions of basic communication abilities that parent volunteers possess. The guides in this book present, in layman's terms, outlines for (1) leading discussions of basic communication abilities that parent volunteers possess. The guides in this book present, in layman's terms, outlines for (1) leading discussions of basic communication abilities that parent volunteers provides a leader's outline for each session. Chapter II briefly discusses monthly in-service meetings which all volunteers are required to attend. Also presented in Chapter II are optional training programs preparing volunteers to present childbirth classes and function as groupleaders. Numerous appendices provide related materials, such as an application form, a volunteer screening guide, reading units for a PEP telephone volunteer's workshop and group leader training, outlines of the PEP telephone technique and post-partum check calls, and guidelines for PEP childbirth class presentati

PS 016 190 Karnes, Merle B. Johnson, Lewrence J.
Bringing Out Head Start Talents: An Executive Summary. Pub Date—86 Note—5p.

Note—5-9.
Pub Type— Reports - Evaluative (142)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Academically Gifted, "Critical Thinking, "Enrichment Activities, "Cifted, Parent Participation, "Preschool Children, Program Development, Program Effectiveness, Program Evaluation, "Talent Identifiers—"Project BOHST, "Project Head Start, Project RAPYHT
A total of 44¢ children, 32 teachers, and 32 teacher aides participated in an evaluation of a program providing instruction to meet the needs of bright/talented/gifted Head Start children. Components of the program included (1) enrichment programing to enhance the critical thinking skills of all Head Start children, (2) identification of bright/talented/gifted Head Start children, (3) programing

for identified children in their specific talent areas, (4) programing to involve parents, and (5) strategies for aiding the transition from Head Start to the public school system. Instructional materials were produced by modifying materials developed over a 10-year period in the Retrieval and Acceleration of Promising Young Handicapped and Talented (RA-PYHT) program. To evaluate the program, pretest and posttest scores of intervention and comparison groups were analyzed. On Torrance's (1980) "Thinking Creatively in Action and Movement' test, posttest scores of children in the comparison group were substantially lower than their pretest scores, while posttest scores of identified and non-identified children in the intervention group were higher than their pretest scores. On the "Ksufman Assessment Battery for Children" (1983), both identified and non-identified children in the intervention group made gains over their comparison group ocunterparts. Attitudes of teachers in the intervention group peams significantly more positive, while those in the comparison group remained relatively stable. (RH)

ED 276 513 PS 016 194

Pun to Grew On.
Connecticut Univ., Storrs. Cooperative Extension

Service.
Spons Agency—Department of Agriculture, Washington, D.C.
Report No.—NE-216
Pub Date—[85]
Note—[85]: Written by members of the Northeast
4-H Family Life/Personal Development Commit-

Note—18p.; Written by members of the Northeast
4-H Family Life/Personal Development Committee.

Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MP01 Plus Postage. PC Not Avalable from EDRS.

Descriptors—"Age Differences, "Child Development, Childhood Attitudes, Childhood Needs,
"Comprehension, Elementary Education, "Elementary School Students, Grade 5, Grade 6,
Grade 7, "Individual Differences, "Learning Activities, Play
The first of a series of four, this booklet is designed
to interest and involve 9- to 11-year-olds in learning
about human development. "Pun to Grow On" focuses specifically on helping elementary school children share and enjoy some simple activities with
preschool children that (1) each person is unique
and may learn in ways that are different from others
of the same age; (2) very simple experiences, which
may be "old hat" to 9- to 11-year-olds, can be exciing and challenging for 3- to 6-year-olds; (3) play
activities provide experiences that are necessary
and important in the growth and development of
healthy human beings; and (4) completing a particular activity or learning to do an activity exactly a
described should always be less important than
helping children have fun together. Suggested activities allow participants to enjoy each other, explore
and express feelings, develop healthy bodies, talk
and listen, and learn about their world. (RH)

ED 276 514

Maglacas, A. Mangay, Ed. Simons, John, Ed.
The Potential of the Traditional Birth Attendant.
WHO Offset Publication No. 95.
World Health Organization, Geneva (Switzerland).
Report No.—ISBN-92-4-170095-5
Pub Date—86
Note—114

Report No.—ISBN-92-4-170095-5
Pub Date—86
Note—114p.
Available from—WHO Publications Center USA,
49 Sheridan Avenue, Albany, NY 12210 (\$8.00).
Pub Type—Books (010) — Reports - Evaluative
(142) — Opinion Papers (120)
EDRS Price - MF01 Pius Pestage. PC Not Avaliable from EDRS.
Descriptors—Birth, "Developing Nations, Diseases, "Folk Culture, Foreign Countries, Literacy
Education, Medical Education, "Medical Services, "Obstetrics, Pregnancy, Program Evaluation, "Rural Areas, Supervision, Traditionalism,
"Training"

tion, "Rural Areas, Supervision, Traditionalism, 
"Training Identifiers—Burma, Ghana, India (Andhra Pradesh), Latin America, North America, Philippines, Sierra Leone, South America, "Traditional 
Birth Attendants 
In nine chapters, this book considers the extent to 
which training programs can be utilized to improve 
midwifery practice and reduce the risks surrounding 
childbirth in rural populations. The book opens with 
a chapter reviewing the question of whether the 
availability of trained birth attendants can be linked 
to a reduced incidence of neonatal tetanus. The

pocument Resumes

113

need for more rigorous field studies evaluating the long-term effectiveness of training programs is pointed out. Subsequent chapters communicate lessons learned from programs conducted in Andhra Pradesh, Sierra Leone, Burma, and Ohana. Details are provided on the design, content, duration, and results of these different programs, together with data on their immediate and long-term effectiveness. These accounts also serve to show where certain countries succeed or fail in the training of traditional birth attendants and where they have specific or common problems in evaluating or conducting training. Other chapters examine the folliore and rituals surrounding traditional birthing systems in the Philippines and Latin America and show how specific customs may influence the acceptance or rejection of new practices. The book concludes with chapters evaluating the importance of literacy instruction and supervision as components in a successful training program. (Author/RH)

PS 016 196

thor/RH)

ED 276 515

Schweinhart, Lawrence J. Kouhel, Jeffrey J.
Policy Options for Preschool Programs. High/Scope Early Childhood Policy Papers, No. 5.
High/Scope Educational Research Foundation, Ypsilanti, Mich.; National Governors' Association,
Washington, D.C.
Spons Agency—Carnegie Corp. of New York, N.Y.
Pub Date—86

Note—459,; For other papers in series, see ED 262
902-903 and ED 264 943-944.
Available from—High/Scope Press, 600 North
River Street, Ypallanti, MI 48198 (35.00).
Pub Type—Opinion Papers (120) — Reports Deacriptive (141)

EDRS Price - MP01/PC02 Plus Postage.
Descriptors—"Costs, "Barly Childhood Education,
Financial Support, Government Role, "Program
Development, Public Policy, Resource Materials,
"Scheduling, "Selection, "State Action
Identifiers—Project Head Start
This is the second of two papers on the policy
issues of early childhood development programs
that were prepared especially for state, local, and
federal government officials throughout the country. The first paper presented the problem of early
childhood poverty and its consequences, and described how high quality early childhood development programs can help prevent the consequences
of poverty. The present paper briefly reviews the
arguments of the first, and presents various options
that state government officials should consider in
developing state policies and programs for young
children. Advantages and disadvantages of each option are included in discussions of (1) selecting a
population and identifying children in that population who need services, (2) how many daily program
hours are needed to meet child care needs, (3) how
much money to invest, and (4) which agencies to
consider as potential recipients of funda. Two appendices review current government funding for
early childhood program and list sources of information concerning early childhood program policies (RH)

PS 016 197 ED 276 516

ED 276 516

Landaman, Miriam J.

Evaluation of Fourteen Child Placement Prevention Projects in Wisconsin 1983-1985.

National Resource Center on Family-Based Services, Iowa City, IA.

Spons Agency—Wisconsin State Dept. of Health and Social Services, Madison.

Pub Date—Dec 85

Note—106p.

Available from—National Resource Center on Family Based Services, N240 Oakdale Hall, University of Iowa, Iowa City, IA 52242 (\$3.50).

Pub Type— Reports - Evaluative (142)

EDRS Price - MP01/POLS Plus Postage.

Descriptors—"Child Welfare, Delivery Systems, Family Characteristics, Foster Family, High Risk Persons, Individual Characteristics, Placement, "Prevention, Program Evaluation, State Programs

ment, \*Prevention, respective, and programs literatifiers—Placement Prevention, \*Wisconsin A total of 14 child placement prevention projects funded by the state of Wisconsin from 1983 to 1985 were evaluated. Data utilized in the evaluation persisted to 331 cases involving 826 children. All client data were collected from a series of assessment forms which requested monthly reporting by each family's social worker. Data about family and child characteristics, prior service history, child place-

ment history, current problem sreas, service plan, hours of service in various types of direct and indirect client contact, case disposition, and 3-month follow-up were obtained from each family. Data were analyzed using the SPSS-X statistical package. Progress toward achievement of project goals was assessed by reviewing reports that project directors were required to submit on a quarterly basis. Evaluation questions included the following: (1) What are the characteristics of families served by the projects? (2) How much time is spent in various client- and non-client-entered tasks? (3) What factors are associated with successful and unsuccessful outcomes? (4) Is progress gained during the course of service being maintained after case closure? and (5) Have projects achieved their stated goals? Appendices provide the request for proposal used by the Wisconsin Department of Health and Social Services, assessment forms used in the evaluation, and a key to the characteristics of the projects evaluated. (RH)

ED 276 517

PS 016 200

Kagan, Jerome
The Power and Limitations of Parents.
Texas Univ., Austin. Hogg Foundation for Mental

Pub Date—86
Note—20p.; Paper originally presented at the Institute for the Humanities Lecture Series (Salado,
TX, 1983).

vailable from—Hogg Poundation for Mental Health, Publications Division, P.O. Box 7998, Austin, TX 78713-7998 (\$0.50; 100 or more,

Austin, TX 78713-7998 (30.50; 100 or more, 30.44 each).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF91 Plus Postage. PC Not Available from EDRS.
Descriptors— Biological Influences, Birth Order, Cognitive Development, Empathy, "Identification (Psychology), "Individual Development, "Individual Development, Parent Influence, "Personality, Role Models
Human development has two different stories to

Development, Parent Influence, Personally, Role Models Human development has two different stories to tell. One describes the growth of the universal characteristics that are present in all human beings because humans possess a particular set of genes. Four examples of biologically prepared, universal characteristics in the psychological growth of children are the growth of memory, of moral sense and empathy, of readiness for responsibility, and of the ability to recognize inconsistency. The second story, which is of greater interest to citizens, seeks to explain why individuals are psychologically different from one another. Six conditions contribute importantly to evident differences in four qualities valued by contemporary Americans: technical ability, wealth and status, the ability to enter into close and satisfying social relationships with others, and personal happiness. The contributing conditions are biological temperament, birth order, parental influences, identification with role models, success and failure, and chance and history. Only one, parental influences, identification with role models, is somewhat within the power of parents. A second, identification with role models, is somewhat within the power of parents. The remaining four are less easily influenced. Thus, while parents should be loving and conscientious, and should reflect on their actions, they must realize that their growing child is a product of the coming together of a great many coherent events. An individual life is a complex story with many collaborators. (RH)

PS 016 201

Silverman, Phyllis And Others
Resources for Parents and Others Who Care about
Children.

Cornell Univ., Ithaca, N.Y. Cooperative Extension

Cornell Univ., Ithaca, N.Y. Cooperative Extension Service.
Pub Data—86
Note—122p.
Available from—Media Services Distribution Center, Cornell University, 7-8 Research Park, Ithaca, NY 14850 (set of 22 resource guides \$5.00).
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plas Pestage.
Descriptors—Adolescents, \*Child Development, \*Child Rearing, Day Care, Developmental Stages, Early Childhood Education, Elementary School Students, Elementary Secondary Education, Elementary School Students, Islementary Secondary Education, Family Environment, Group Dynamics, Hospitalized Children, Infant Behavior, Infants, Kindergarten, Kindergarten Children, Money Management, Parent Child Re-

lationship, Parent Education, "Parenting Skilla, "Parent Materials, Parent School Relationship, Playgrounds, Preschool Children, Resource Ma-terials, Sex Education, Toddiers Identifiers—Child Protection, "New York, Play-

terials, Sex Education, Toddlers Identiflers—Child Protection, \*New York, Playgroups
This collection of 22 brief resource guides for parents provides information on various aspects of 
child development and parenting. Topics include 
(1) planning an in-home toddler playgroup; (2) terrific and terrible 2-year-olds; (3) 3- and 4-year-olds; (4) the middle years from 6 through 11; (5) adolescents; (6) helping parents discuss sex with young 
children; (7) preparing for kindergarten; (8) infants 
and their teenage children; (10) creating environments for young children; (10) creating environments for young children; (10) creating environments for young children; (15) preparing to 
seven-olds; (12) ages and stages of 6- to 
year-olds; (12) ages and stages of 6- to 
year-olds; (12) ages and stages of 6- to 
year-olds; (13) parent involvement in schools; (14) the world of the 5-year-old; (15) preparing to 
take a child to the hospital; (16) day care; (17) protecting children from child abuse and neglect in 
New York State; (18) planning for temporary, incidental child care to enable adults to sttend meetings; (19) more parent involvement in schools; (20) 
how parents can help children learn about money; 
(21) choosing child care for infants and toddlers; 
and (22) tips on working with children in groups. 
Discussions include suggestions and offer guidelines. Bibliographic citations indicate sources of additional information on the topics discussed. (RH)

ED 276 519 PS 016 202

West, Suzanne E. Children and Divorce. Cornell Univ., Ithaca, N.Y. Cooperative Extension

Consell Univ., thaca, N.Y. Cooperative Extension Service.
Pub Date—83
Note—21p.
Available from—Media Services Distribution Center, Cornell University, 7-8 Research Park, Ithaca, N.Y 14850 (Publication No. HDFS-52, \$1.50).
Pub Type—Guides - Non-Claseroom (055)
EDRS Price - MP01/POI Plus Postings.
Descriptors—Adjustment (to Environment), Adolescents, Cognitive Ability, "Divorce, Barly Experience, Elementary School Students, "Emotional Experience, Guidelines, "Parent Child Relationship, "Parent Responsibility, Preschool Children
Some basic principles are discussed that can help divorcing parents understand the feelings and behaviors of their children, and guidelines are suggested for parents wanting to help their children adjust to the divorce-induced changes in their lives. The process of divorce is discussed in terms of children's experience, cause and effect, and time. The need for sensitive communication between parents and children's reactions to the stress of divorce at different ages are described, with particular attention given to children's emotional reactions and the extent of their intellectual and emotional maturity. Concluding remarks focus on outcomes for children after the divorce and emphasize the importance of the quality of the parents' post-divorce relationship and of the parenting provided by the custodial and visiting parents. Suggested readings for children and adults are cited. (RH)

ED 276 520 PS 016 203

Birckmayer, Jennifer A Day in Day Care: A Program for Two-Year-Olds. Cornell Univ., Ithaca, N.Y. Cooperative Extension

Pub Date—81 Note—27p. Available from

Pub Date—81

Available from—Media Services Distribution Center, Cornell University, 7-8 Research Park, Ithaca, NY 14850 (Publication No. HDFS-1;, \$2.50).

Pub Type—Reports —Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Criteris, "Day Care, Educational Equipment, "Educational Practices, "Educational Quality, Guidelines, "Learning Centers (Classroom), Models, "Preschool Curriculum, Preachool Education, "Program Design, Program Implementation, Selection

This description of a safe and interesting day care program for 2-year-olds can be used by parents as a guide to selecting good day care; it can also be used by a day care center to stimulate discussion about program planning and implementation. Although the program described is not considered to be a

perfect one, it would meet New York State Department of Social Services day care licensing standards. Most early childhood educators would probably find it acceptable, although some would suggest changes or improvements. The description of the program is arranged sequentially from early morning preparations to the end-of-day routine for the convenience of groups wishing to use it as the basis for discussion. For caregivers interested in setting up a program or modifying an existing day care program, guidelines on selecting equipment, arranging equipment in seven basic activity areas, and planning activities for toddlers also are provided. (RH)

ED 276 521 PS 016 204 Birckmayer, Jennifer
Discipline Is Not a Dirty Word: A Workshop
Outline for Parents, Teachers, and Caregivers of
Young Children.
Cornell Univ., Ithaca, N.Y. Cooperative Extension

Young Children.
Cornell Univ., ithaca, N.Y. Cooperative Extension Service.
Pub Date—\$2
Note—27p.
Available from—Media Services Distribution Center, Cornell University, 7-8 Research Park, ithaca, NY 14830 (Publication No. HDPS-51, \$2.50).
Pub Type—Guides - Non-Claseroom (055)
EDRS Frice - MP01/F012 Pins Pestage.
Descriptors—"Discipline, Discussion Groups, Early Childhood Education, Guidance, Guidelines, Learning Modules, \*Parent Child Relationship, Workshops, \*Young Children
These workshop exercises are designed to review the more effective techniques parents can use to comfortably discipline their children. Seven basic principles are: (1) tell children what they can do instead of what they can not do, (2) protect and preserve children's feelings that they are lovable and capable, (3) offer children choices only when willing to shide by their decisions, (4) change the environent instead of the childre holics only when willing to shide by their decisions, (4) change the environent instead of the children them, (6) give children sef limits they can understand, recognize their feelings without accepting their actions, maintain suthority calmly and consistently, and (7) set a good example. Examples, exercises, and homework assignments are provided for each principle. Also provided are discussion leaders, a discipline practices checklist for parents, and practice episodes for teachers and parents of young children and for group leaders working with older children. (RH)

ED 276 522 PS 016 205 Birckmayer, Jennifer And Others
What Are Children Like?
Cornell Univ., Ithaca, N.Y. Cooperative Extension

Service.
Pub Date—82
Note—54p.
Available from—Media Services Distribution Center, Cornell University, 7-8 Research Park, Ithaca, NY 14850 (Publication No. NB-217, 31.75).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Child Development, Cognitive Development, Emotional Development, Group Discussion, Group Instruction, Guidelines, \*Individual Development, \*Learning Activities, Physical Development, \*Preadolescents, \*Preschool Children, Resource Materials, Social Development

Children, Resource Materials, Social Development
Identifiers—\*Developmental Patterns
Designed as a guide for adults who wish to lead a
group of 10- to 13-year-olds through a series of discoveries about preschoolers and how they grow, activity materials are presented concerning physical,
intellectual, and social development (Section 1);
and children's feelings (Section 2). Specifically, Section 1 discuss children's developing awareness of
the body, understanding of the world, and relationships with family members and other people. Units
of Section 2 describe the feelings of a young child
in general, a child's feelings about self, and a child's
feelings about others. Each of the units includes (1)
introductory statements presenting the principal
ideas in each unit; (2) selected topics for group discussion; (3) suggested activities building on the discussion; (3) suggested activities building on the discussions; and (4) brief descriptions of mini-projects
preteens can implement among preschoolers. A section on resource material describes ways children
learn, ways of facilitating language acquisition, finger plays and action rhymes, concept and language
activities, and includes guidelines about reading
books and telling stories to young children. A guide

to understanding children's feelings offers examples of gambits that invite conversation, as well as brief descriptions of aspects of effective listening and strategies for coping with feelings. Observation sheets and an individualized contract for program participants are provided. (RH)

ED 276 523 PS 016 206

rckmaper, Jennifer And Others uring for Young Children in the Home. ornell Univ., Ithaca, N.Y. Cooperative Extension

Caring for Young Children in the Home.
Service.
Pub Date—83
Note—350.
Available from—Media Services Distribution Center, Carnell University, 7-8 Research Park, Ithaca, NY 14850 (Publication No. NE-219, \$1.75).
Pub Type—Guides - Non-Classroom (035)
EDRS Price - MF01/PO2 Plus Pestage.
Descriptors—°Child Rearing, Discipline, \*Pamily Environment, \*Family Life, \*Group Discussion, Group Instruction, Guidance, Guidelines, \*Plasy\* Preadolescents, Resource Materials, Safety
Group leaders of 10 to 13-year-olds may use this program guide to help the preteens interact with young children through six discussion meetings and five visits with a preschool child at home. Discussion topics concern (1) the family environment of young children, (2) children's play; (3) children's play areas at home, (4) safety at home, (5) daily routines with young children, and child guidance. Each topic begins with specific objectives followed by sections providing material for fidecussion, activities reinforcing the discussion, and activities for preteens to do with a preschooler prior to the next meeting. In addition, resource materials for leaders are provided, including a discussion of the importance of understanding child development, a list of activities for preschoolers at home, guidelines for choosing children at home, ways of helping children with daily routines, and ways of disciplining children with daily routines, and ways of disciplining children to the next meeting. In the process of the process of the process of accidence of the process of accidenc

PS 016 209 ED 276 524

ED 276 524

PS 016 209

Pence, Alsan R. Goelman, Hille!

Parents of Calidren in Three Types of Day Care.

The Victoria Day Care Research Project.

Spons Agency—Social Sciences and Humanities

Research Council of Canada, Ottawa (Ontario).

Pub Data—[85]

Note—68p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Certification, \*Day Care Centers,

Early Childhood Education, \*Family Day Care,

Foreign Countries, \*Parents, Use Studies

Identifiers—\*British Columbis (Victoris), Licensed

Programs, \*User Characteristics

Presented are findings from interviews with equal

numbers of mothers in one- and two-parent families

who arranged for child care with licensed day care
centers, licensed family day care homes, or unli
censed family day care homes. After a brief review

of the literature on parents as consumers of day care
services, discussion focuses on: (1) parents' prefer
ences and attitudes toward day care alternatives and

their current day care arrangements; (2) parents'

search strategies, selection of care, and the interface

of day care and employment patterns. (3) parents'

search strategies, selection of care, and the interface

of day care and employment patterns. (3) parents'

search strategies, selection of care, and the interface

of day care and employment patterns. (3) parents'

search strategies, selection of care, and the interface

of day care and enday care are discussed in terms of the

three types of sand satisfaction with the caregiver, and

(4) parents' attitudes toward employment, working

mothers, and desired changes in day care services

and benefits. Findings suggesting the ecological

complexity of day care are discussed in terms of the

three types of care used by the families. It is con
cluded that research or policy questions which

claim to identify the best type of day care appear

extremely limited against an ecological backdrop.

The complexity of day care and ady care selection

is more appropriately viewed as that of a "best fit,"

a

ED 276 525 PS 016 210

What Are Men Afraid Of: The Whys and Hows of Heiping Men Become Active Caretakers of Young Children.

Pub Date—Nov 86

Note—17p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Washington, DC, November 13-16, 1986).
Pub Type— Reports — Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MP91/PO1 Plas Poetage.
Descriptors—"Child Rearing, Early Childhood Education, "Pathers, "Group Discussion, "Organizational Objectives, "Parent Participation, Program Descriptions, "Program Development Identifilers—University of Maryland
Participants in the Dad's Day at the Center for Young Children program meet on Staturdey mornings for a series of 12 sessions which combine play and discussion group scivities. The first hour of each session is structured so that fathers and their 2-, 3-, and 4-year-old children can spend time together experiencing new toys, foods, arts, and games in individual and planned group activities. During the second hour of the program, sides supervise and lead children's activities while the fathers discuss various aspects of child development and parenting; and share their problems, concerns, and teelings shout fatherhood with other men who have a common interest in being actively involved dads. Included in this program description are lists of program goals for fathers and children, an outline of discussion topics fathers selected as beneficial, and a discussion of implications of the program's success for early childhood educators. Resources for program development are pointed out. A 20-item reference list is appended. (RH)

ED 276 526 PS 016 211 McKee, Judy Spitler, Ed.
Play: Working Partner of Growth,
Association for Childhood Education International,

McKee, Judy Spitler, Ed.
Play: Working Partner of Growth.
Association for Childhood Education International,
Wheaton, MD.
Report No.—ISBN-0-87173-112-6
Pub Date—86
Note—919.
Available from—Association for Childhood Education International, 11141 Georgia Avenue, Suite
200, Wheaton, MD 20902 (89.00; \$7.00 for ACEI
members. Add \$1.00 postage and handling. Discount on quantity orders. Payment must accompany orders under \$30).
Pub Type—Opinion Papers (120) — Collected
Works - General (020)
EDRS Price - MF01 Plass Postage. PC Not Available from EDRS.
Descriptors—Activities, Bibbiographies, Child
Abuse, "Child Development, Diseases, Homebound, "Individual Development, Manipulative
Materials, "Pray, "Playgrounds, Play Therapy,
Program Development, "Student Evaluation,
"Teacher Role
Identifiers—"Convalescents
This volume is a collection of nine papers focusing
on different aspects of play. The first section, "Play,
Growth, Development, and Learning," contains
discussions dealing with make-believe play and
learning an all-in-fun approach to thinking, playing,
and language learning for young children; and ways
children learn through play. The second section,
"Programing for Productive Play," discusses the
evaluation of children's play engagements for social-cognitive growth, the role of the teacher in children's play; play materials and activities for children
from birth to 10 years of age; and planning and using
children's playgrounds. A playground rating scale is
included. The third section, "Helping Children with
Special Needs through Play," presents articles on
the value of play for convalencing children with
Special Needs through Play, "presents articles on
the value of play for convalencing children with
Special Needs through play, An extensive bibliography is provided, containing entries in several categories: history, theory and research, education, play
materials, special needs children, play therapy, play
groups, and games. (RH)

ED 276 527

PS 016 212

The Chairman's Report on Children in America: A
Strategy for the 100th Congress. Volume I.
Committee on Education and Labor, House of
Representatives, 99th Congress, 2d Session.
Congress of the U.S., Washington, D.C. House
Committee on Education and Labor.
Pub Date—24 Oct 86
Note—99; Serial No. 99-T.
Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
DC 20402 (Committee Print, \$2.79).
Pub Type—Legal/Legislative/Regulatory Materi-

als (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—"Childrens Rights, Community Programs, Elementary Secondary Education, Environmental Standards, "Family Programs, "Pederal Government, "Pederal Programs, "Government Role, Health, Labor Force Development, Nutrition, Poverty, Program Descriptions, "Program Effectiveness, Safety Identifiers—Community Development Block Grant Program, Congress 99th, Congress 100th, Education Consolidation Improvement Act Chapter I, Effective Schools Project, Job Corps, Medicald, Project Head Start, Social Services Block Grant Program, Special Supplemen Pood Program Women Infants Child, Title V State Maternal Child Health Care Program, Work Incentive Program, Youth Incentive Entitlement Pilot Projects This report establishes a strategy for Federal action on behalf of the nation's children and their families, and begins by urging that the concepts of the Pull Employment and Balanced Growth Act of 1978 (P.L. 95-523) be enforced and implemented. Section I provides an introduction to and summary of the report. Section II delineates the cost of failure in comparison with the benefits of investing in children. Programs that effectively address the basic needs of children and their families are described. Section II when the section Section II was a series of children and their families are described. (1) the right to a high quality education (2) the right to to a sefe and livable environment. Illustrating the range of services being provided, Section II describes local educational, economically self-sufficient (3) the right to a healthy body, and (4) the right to a sefe and livable environment. Illustrating the range of services being provided, Section II describes local educational, economic, health and nutrition, and environmental programs affecting children. Section IV provides related statements made by Members of Congress. (RH)

by Members of Congress. (RH)

ED 276 528

Papousek, Hamus Pupousek, Mechibild

The Structure and Dynamics of Early Parental
Interventions: A Potential Contribution to Evoletion and Outogary of Speech.

Pub Date—Apr 85

Note—8p; Paper presented at the International
Conference on Infant Studies (Los Angeles, CA,
April 10-13, 1986).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Pins Postage.

Descriptors—Biological Influences, "Child Language, Ethology, Byolution, 'Infants, Intervention, 'Language Acquisition, Parent Child
Relationship, Parent Influence
Identifiers—Didactic Teaching, Parent as a
Teacher
Research suggests that intuitive parental didactics

Identifiers—"Didactic Teaching, Parent as a Teacher Research suggests that intuitive parental didactics related to infants' production of vocal sounds, vocal imitation, and vocal play are a prerequisite of human language acquisition. Microanalyses of videorecords of parent-infant interactions have revealed intuitive forms of parental behaviors that parents carry out unknowingly and can hardly control coasciously. A finer analysis of such intuitive parental behaviors has revealed that they fulfill criteria of didactic interventions, since parents enhance infant skills and intervene in accordance with the momentary state of infant alertness, attention, affective mood, and limits of tolerance. Several intuitive parental interventions support the establishment of visual contact with infants, a phenomenon that seems to be unique in the animal world where a direct eye-to-eye gaze commonly functions as a threat. Similarly, intuitive parental interventions as a threat. Similarly, intuitive parental interventions as a threat. Similarly, intuitive parental intervention, it is possible that human infants can benefit from procedure-based rather than data-based information, it is possible that human infants can benefit from process-oriented parental interventions even though they may lose factual, data-based knowledge acquired during infancy. Repeatedly exposing infants to stimulation which activates integrative processes may result in more efficiently organized learning and cognition. (RH)

PS 016 215 ED 276 529 ED 276 529

RS 016 215

Kindergarten in Georgia, [Revised Edition],
Georgia State Dept. of Education, Atlanta. Office of
Instructional Services.
Pub Date—86

Note—208p.
Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—"Classroom Environment, "Cognitive Development, Creative Art, Curriculum Guides, "Emotional Development, Formative Evaluation, Health, "Kindergarten, Language Arts, Number Concepts, "Parent Teacher Cooperation, "Physical Development, Program Evaluation, Safety, Sciences, Screening Tests, Social Studies, State Programs, Student Evaluation
Identifiers—Developmental Screening, "Georgia Developed by early childhood educators at the classroom, system, state, and university levels and tested in aix school systems, this handbook has been prepared to help kindergarten teachers in Georgia plan, implement, and evaluate their own programs, in addition to introductory material stating the philosophy of the program, principles of child development and related program objectives, characteristics of high quality programs, and suggested uses, the handbook contains information related to (1) organizing the learning environment, (2) affective development, (3) physical development, (4) intellectual development, (3) physical development, (6) intellectual development, activities are suggested in several curriculum area chapters is organized around similar subheadings: overview, goals, scope of goals, goal areas and objectives, child assessment checklist, program evaluation checklist, and suggested learning activities. In the domain of intellectual development, activities are suggested in several curriculum areas including language arts, creative arts, number understandings, science/health, and social studies/safety. Throughout the handbook, suggestions and managing the environment, the entry level and progress of each youngster, and the quality of the prescribed learning experience. (RH)

ED 276 530

Wolke, Dieter St. James-Roberts, Ian Maternal Affective-Cognitive Processes in the Per-ception of Newborn Difficultness. Pub Date—Aug 86

Pub Date—Aug 86
Note—16p.; Paper presented at the Third World
Congress on Infant Psychiatry and Allied Disciplines (Stockholm, Sweden, August 3-7, 1986).
Parts of this study were funded by a grant from the
North West Thames Health Authority.
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Fathers, Foreign Countries, \*Infants,
Longitudinal Studies, Mothers, \*Parents, \*Personality

Identifiers-\*England, Multiple Messures Ap-

Identifiers—"England, Multiple Messures Approach
A short-term longitudinal study investigated the way parents come to perceive their infant's temperament as difficult, and to identify factors influencing parents' impression formation. Subjects were 40 middle and lower middle class breastfeeding mothers and their singleton newborns of 38 weeks gestation and 2500 grams birth weight. All mothers were ambulatory, responsible for "rooming-in" care, and had no histories of psychiatric or chronic physical lineas. Multiple measures were employed to gather data during the infant's first week of life and again 7 weeks later. Findings from the newborn and second month periods are reported and future directions for research are pointed out. Concluding remarks assert that researchers should now begin to ask how and why parents derive their particular perceptions of their infants. (RH)

PS 016 218

Preudhomme, G. Rossline
Hlack Families: Confronting the Challenge of Edu-New York State Div. for Youth, New York

Pub Date-Oct 86

Pub Date—Oct 86

Note—14p.; Paper presented at the Annual Meeting of the National Black Child Development Institute (16th, Miami, FL, October 8-10, 1986).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postnge.
Descriptors—Academic Achievement, "Black Youth, Educational Change, "Educational Inprovement, "Educational Practices, Elementary Secondary Education, Failure, Parent Participation, Program Descriptions, "Schools, Social Influences

Ethnocentric racism is especially evident in American schools. In educational institutions, Black children learn that schools do not like them, do not respond to them, do not appreciate their cultur and do not think they can learn. Research indicate

that such stitudes are realistic. For several reasons, schools are ideal places to support and perpetuate social "superiority" and "inferiority." Nevertheless, research increasingly indicates improvement in Black students' standardized test performance and ability to achieve. Obvious factors explain why students, including Blacks and Hispanics, are higher achievers in Catholic schools than in public schools. Social issues, such as adolescent pregnancy, contribute to Black children's failure to schieve in school, and in some cases, their ability to remain in school. To address these educational and social conditions, Black families must get excited about education and demand that schools develop and implement programs that will enable their children to achieve academically. A few such programs presently exist. The special education initiative of the New York State Division for Youth and the Begin Excelling Starting Today program of the 61st Precinct Youth Council are two innovative educational programs which improve the schools for Black children. (RH)

PS 016 227

Emihovich, Catherine Miller, Gloria E. Talking to the Turtle: A Discourse Analysis of Logo

Talking to the Turtle: A Discourse Analysis of Logo Instruction.

Pub Date—Apr 86

Note—30p; Revised version of a paper presented at the Annual Meeting of the American Educational Resarch Association (67th, San Francisco, CA, April 16-20, 1986). Research was partially supported by a Research and Productive Scholarship grant from the University of South Carolina. Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Cognitive Development, Discourse Analysis, Metacognition, \*Microcomputers, \*Preschool Children, Preschool Education, \*Teacher Role, \*Teaching Methods, Videotape Recordings
Identifiers—\*\*LOGO Programing Language, \*Self Regulation

Identifiers—"LOGO Programing Language, "Self Regulation
Papert (1980) contended that the value of the Logo computer program lies in its ability to allow children to take control of their own learning processes and to acquire skills and concepts independently of a stifling curriculum generated by adults. It is argued here that Papert's ideas are preserved when teachers' modelling of cognitive strategies helps mediate children's internalization of abstract concepts and provides them with the knowledge of strategies necessary for independently thinking through Logo problem solving tasks. This paper examines how the recorded discourse structure of some Logo lessons illustrates a teacher's use of mediated strategies to facilitate the shift in children's development from regulation by others to self-regulation of cognitive processes. A discourse analysis of Logo lessons given to two pairs of 3-year-old children revealed that elicitations of both teacher and child decreased over time as the children gained greater mastery; teacher directives decreased as peer collaboration increased; responses of children to metacognitive prompts remained stable; and children's talk became increasingly task-oriented. It is concluded that for children to learn Logo successfully, careful structuring of the teaching process may be required. (Author/RH)

ED 276 533

PS 016 228

PS 016 228

ED 276 533 PS 016 22 Potent, G. Michael And Others The Sociometric Classification of Preschool Chil-dren: Measures of Stability and Construct Valid-

dren: Measures of Stability and Construct Validity.

Pub Date—Mar 86

Note—26p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (32nd, Orlando, Fl., March 26-29, 1986).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—\*Classification, Comparative Analysis, Peer Relationship, Preschool Children, Preschool Education, \*Rejection (Psychology), \*Sociometric Techniques, \*Test Validity Identifiers—\*Construct Validity, Sociometric Status, \*Stability (Measures)

Six sociometric measures were evaluated on a sample of 85 four-year-olds from three preschool and day care centers. Stability, intercorrelations, and accuracy of classifying rejected children were compared for measures of social preference, social impact, peer ratings, alternative status, and positive and negative nominations. Test-retest correlations were moderately high and quite similar for all mea-

sures except that of social impact. Children were classified as rejected or not rejected based on Z-scores of -1.0 on all measures but one; negative nominations employed a Z-score of +1.0. In comparison to the commonly used social preference measure, accurate classifications were obtained uning negative nominations, peer ratings, and alternative status. Positive nominations were somewhat less accurate in identifying rejected children and social impact was a poor index of social status. Results suggest that nominations and peer ratings can both be assessed reliably among preschool children and the two sociometric techniques measure similar aspects of social status. The alternative status measure, first developed by Asher and Dodge (1986), was demonstrated to be a reliable and accurate measure for identifying rejected children in the preschool years. Implications of the research for social skills intervention are discussed. (Author/RH)

PS 016 233

D 276 534

Dursen, Gerurd Shields, Moursen

The Social Transmission of Economic Concepts.

Pub Date—Sep 86

Note—20p.; Paper presented at the Annual Developmental Psychology Conference of the British
Psychological Society (Exeter, England, September 19-22, 1986).

Psychological Society (Exeter, England, September 19-22, 1986).

Pub Type—Reports - Research (143) — Speechea/-Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Cognitive Development, "Concept Formation, "Economics, Foreign Countries, "Individual Development, "Preschool Children, Preschool Education

Identifiers—"England, Gender Representations, a Representational Response - A study of the development of representations of economic life in 110 young children of 3 to 5 years of age is reviewed to identify the sources of the children's representations. In addition to noting the importance of the public availability of adult representations, the results indicate the significance of developmental processes. In particular, findings indicated that representations of gender emerge as one of the principal means through which the development of economic concepts may be construed as a process of social transmission in which complex interactions occur between the child's development and adults' social representations of economic life. (Author/RH)

ED 276 535

PS 016 240

ented at the Annual Meet-

ED 276 535

Laster, Tom

Beyond Social Address: Linking Socioeconomic Status to Family Functioning.

Pub Date—22 Aug 86

Note—22h.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 22-26, 1986).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MFDI/PCDI Plus Postage.

Descriptors—Beliefs, \*Child Rearing, \*Cognitive Development, \*Family Environment, Individual Characteristics, Infants, \*Mothers, \*Parent Influence, Social Support Groups, \*Socioeconomic Status, Toys Status, Toys Identifiers—\*Home Observation for Measurem

Identifiers—"Home Observation for Measurement of Bavironment
The present study attempts to move beyond the social address research design to investigate the process by which socioeconomic status (SES) exerts its influence on parenting practices. Of particular interest were maternal practices related to cognitive outcomes in children. The conceptual model of the study was based on the reliable finding that SES is positively related to the quality of the rearing environment, as assessed with Caldwell and Bradley's Home Observation for Measurement of the Environment (HOME). To explain that finding, four hypotheses were tested among 65 mother-infant dyads: (1) child-rearing beliefs mediate the relationship between SES and the Intellectual quality of the rearing environment; (2) SES is positively related to the level of social support available to the mothers which, in turn, is related to the quality of care mothers provide for their children; (3) temperamentally difficult infants elicit less supportive care in familias with few resources; and (4) the positive relationship between SES and the HOME are related to family income. Support was found for the first two hypothof Environment income. Support was found for the first two hypeses. (Author/RH)

ED 276 536 RC 015 90
Voughn, D. Lanette Voughn, Paul R.
Handbook for Rural Students: Finding Employment and Adjusting to Urban Areas, Revised
Edition. RC 015 900

Handhook for Raral Students: Finding Employment and Adjusting to Urban Areas. Revised Edition.

New Mexico State Univ., Las Cruces.

Spons Agency—New Mexico State Dept. of Education; Sants Fe. Div. of Vocational Education.

Pub Date—Jun 85

Note—195p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MP91/PCOB Plus Postage.

Descriptors—"Adjustment (to Environment), "Career Planning, Community Services, Entrepreneurship, Guidelines, Job Performance, "Job Search Methods, Learning Activities, Personality Assessment, Relocation, "Rural to Urban Migration, "Rural Youth, Secondary Education, Urban Environment, "Urbanization, Work Environment Designed to help rural students find employment and adjust to tife in urban sress, the handbook provides basic information in six subject areas. Part I focuses on getting to know yourself by assessing past activities, preferences, solilities, personality, limitations, and values. Part II explores aspects of jobs and careers: being career oriented, exploring career clusters, and locating available jobs and training. Part III discusses finding the right job, obtaining a social security number, compliting sample portfolios, and preparing for an employment interview. Part IV considers self-employment and includes examples of successful companies which started small, characteristics needed for beginning a business, business in rural areas, where to get money to start a business, and publications to read about beginning as small business. Part V covers keeping and succeeding at a job, dealing with the boas, obtaining promotions, changing jobs, and losing jobs. Part V presents material about adjusting to working and living in an urban area: combining job, personal, and family life; utilizing lesiure time; using transportation; budgeting finances; and using service agencies. Each section includes appropriate sample forms and letters, worksheets, practice activities, and self-correcting review tests. (NEC)

ED 276 537 RC 015 936

recting review tests. (NEC)

ED 276 537

Priest, Simon Martin, Peter
The Adventure Experience Paradigm.
Pub Date—85
Note—139.
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adventure Education, Behavior Change, Behavior Patterns, \*Competence, Coping, Definitions, \*Psvaluative Thinking, Experiential Learning, \*Models, Outdoor Education, Risks, Self Concept, \*Time Factors (Learning)
A model to explain the adventure experience and to relate adventure experience to adventure education uses risk and competence as diagram axes with experimentation/exploration, adventure, peak adventure, misadventure, and diasster/devastation completing the framework. The model assumes that peak adventure, the point at which personal competence matches and balances with situational risk, is the goal sought by self-motivated individuals. The key to reaching peak adventure and to application of the model lies in the individual's perceptions of risk and of his/her own competence. The paper outlines and diagrams nine behaviors associated with correct and incorrect perceptions and relates the behaviors to the proposed model. The model illustrates the way in which adventure education can offer facilitated adventure experiences to enhance self-concept and social interactions by moving participants toward becoming astute perceivers of individual competence and situational risk. A third axis, time, demonstrates the dynamic aspects of the model. An example of a facilitated adventure experience is described and modeled. The paper is illustrated by 10 diagrams. (LFL)

EaJ 176 538 RC 015 967
Delaware's Migrant Education Parent Handbook
(In English and Spanish).
Capital School District, Dover, Del.
Spons Agency—Delaware State Dept. of Public Instruction, Dover.
181

Pub Date—[85] Note—33p.

Language—English; Spanish
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MP61/PO2 Piss Pustage.
Descriptors—Behavior Standards, Community Services, Definitions, "Discipline Policy, Elementary Secondary Education, Glossaries, Human Services, "Migrant Education, Parent Materials, "Parent Role, "Parent School Relationship, Parent Teacher Conferences, "School Policy, Search and Seizure, State Programs, Student Promotion, Student Rights
Identifiers—"Delaware
Written to help migrant parents with day-to-day concerns about their children and their children's a schooling, this handbook provides a variety of reference information. A definition of migrant education services is followed by a directory of individuals responsible for migrant education in Delaware at state and local levels. Telephone numbers are listed for schools with migrant programs and for community services. Basic guidelines are given for parents to help children succeed in school and to have conferences with teachers. A general outline of student discipline policies covers appropriate student conduct, student rights, examples of major and minor rules, and search and seizure procedures. General information on promotion policies is also provided. A glossary defines 40 educational terms including athletic eligibility, behavior modification, Chapter 1, and least restrictive environment. The Spanish version of the handbook is appended. (JHZ)

ED 276 539 RC 015 985
Guerena, Salvador Gonzolez, Raquel Quiroz
Guide to Library Research in Chicaso Studies.
California Univ., Santa Barbara. University Library.
Pub Date—86
Note—52p.; For related document, see ED 251
283.
Available from—Coleccion Tioque Nahuaque, Uni-

Pub Date—86
Note—52p; For related document, see ED 251
283.
Available from—Coleccion Tioque Nahuaque, University of California, Santa Barbara, CA 93106 (free).
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Indexes, "Information Seeking, Information Sources, "Library Collections, "Library Guides, "Library Materials, "Mexican Americans, Online Searching, "Reference Materials, Reference Services, Research Tools, Search Strategies, Subject Index Terms
Identifiers—"Chicano Studies, University of California Santa Barbara
Designed to sequaint persons conducting library research in Chicano Studies with the reference materials found in the University Library at the University of California-Santa Barbara, the manual provides information on the Coleccion Toque Nahuaque, relevant subject headings, and a useful search strategy. Resources, staff, assigned reading service, circulation policy, publications, computer search services, exhibits, tours, bibliographic instruction, and hours of service are discussed for the Coleccion Tioque Nahuaque, which serves as a focal point for information services relating to the Chicano/Mexicano experience in the United States. An overview of the following departmental resources is provided: resources in education, government documents, Department of Special Collections, Map and Imagery Laboratory, Arts Library, and Curriculum Laboratory. Sixty-nine subject headings and 26 Library of Congress call numbers relevant to Chicano Studies are listed. Five steps for forming a useful search strategy are reviewed: finding an overview of the general subject, reviewing available bibliographies for the field, finding books for the topic, finding materials through indexes and abstracts, and locating useful directories. Computerized literature search are described. The manual concludes with a list of 112 standard reference materials on the Chicano and a key word and subject index. (LFL)

ED 276 540

Sruhr, Patricia L.

A Field Research Study Which Analyses Ethnic Values and Aesthetic/Art Education: As Observed in Wisconsin Indian Community Schools.

Pub Date—16 Apr 86

Note—38p.; Paper presented at the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MP0L/PC02 Plus Postage.

Descriptors—Aesthetic Education, American

Indian Culture, "American Indian Education, "Art Education, Art Teachers, "Course Content, "Cultural Education, Cultural Enrichment, Curriculum, Elementary Secondary Education, Ethnic Studies, Nonreservation American Indians, "Relevance (Education), Reservation American Indians, "Teacher Education Curriculum, "Teacher Qualifications Identifiers—Wisconain Identifiers—Wisconain Identifiers—Wisconain Identifiers—Wisconain In their Wisconain community schools, the study conducted ethnographic observations and interviews in a reservation elementary public school, a public elementary and high school located just outside the reservation, and a reservation elementary tribal school contracted by the Boreau of Indian Affairs (BIA). The research examined school and clasaroom environment, teacher theory, teacher practice, and student art activities and learning. Results showed that only the BIA school considered the aesthetic/art heritage and ethnic values of its students. Factors determining whether students' heritage/values were considered were teacher's ethnic background, university courses in preparation for teaching art, and exposure to cultural values, art forms, and history of Indian ethnic groups. The study recommends that to utilize art as a tool to dissove bigotry between Indians and whites in Wisconsin more Indian art teachers should be hired by Indian communities; white teacher's education should incide Indian values of its students. Reconsidered their art production; and teachers should design projects to allow for such expression. (NEC)

EAS 276 541 RC 015 988
McGregor, Bennie Jean
Earthblishing a National Bural Education Research
Agenda and Data Base.
Pub Date—16 Apr 36
Note—17p; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). ED 276 541

ing of the American Educational Research Association (67th, San Prancisco, CA, April 16-20, 1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF9L/PCD1 Plus Postage.
Descriptors—Curriculum Development, Databases, Delivery Systems, \*Bducational Attitudes, Educational Finance, \*Educational Rural Education, \*Rural Urban Differences, School Effectiveness
Identifiers—Feducators, National Rural Education Research Consortium, \*Research Priorities in a national effort to derive an empirical database for establishing rural education research priorities, 273 general educators and 188 special educators representing public schools (180), colleges/universities (137), and other agencies (137) colleges/universities (137), and other agencies (137) research research questions clustered around the issues of rural school effectiveness, delivery of services, governance and finance, staff training needs (technology as a resource), personnel recruitment/retention, rural versus nonrural, and quality graduates. When themes were ranked according to general importance to the field, rural school effectiveness, curriculum development needs, and inservice training were ranked lighest, while federal and state policies and legal procedure, characteristics of rural/nonrural students, and alternate funding systems were ranked lowest. When themes were ranked by personal research interesta, curriculum development ranked first, with no theme changing more than two positions except service delivery, which dropped from sixth to ninth, and personnel recruitment, which went from eighth to fifth. The empirical clusters and topical areas were used to establish a national rural data base which currently contains five data bases: National Rural Education Research Contourtum member profiles; members' research skills; members' research skills;

ED 276 542

Killian, Molly S., Ed. And Others

Symposium on Rural Labor Markets Research
Issues (Washington, D.C., October 17-18, 1985).

Economic Research Service (DOA), Washington RC 015 989

Report No.—AGES\$60721
Pub Date—Sep \$6
Note—208p.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC99 Plus Postage.
Descriptors—Change Agents, \*Economic Development, Federal Programs, Government Role, Industrial Structure, International Relations, International Trade, \*Labor Economics, \*Labor Market, Metropolitan Areas, Policy Formation, Research Needs, \*Rural Areas, Rural Development, \*Rural Economics, Rural Urban Differences, Sex Differences, Rural Development, \*Rural Economics, Rural Urban Differences, Sex Differences, Underemployment This report contains five papers with discussions identifying policy and research issues in rural labor markets, assessing the adequacy of existing data and theories for researching these issues, and assigning priorities to research questions. The papers focus on rural economic goals, market linkages with metropolitan, national, and international economics, and the federal government's role in rural labor markets. A paper on rural labor market performance considers successes/failures of government intervention in altering labor market performance and asserts that underemployment is the appropriate indicator of labor market performance in rural areas. Another paper traces implications of industrial and occupational restructuring, finding substantial inequalities between metropolitan and nonmetropolitan labor markets and between males and females within those markets and the national/international economy and a fifth reviews ways in which government interventions work at cross purposes in rural labor markets. A fourth paper examines linkages between local labor markets and the national/international economy and a fifth reviews ways in which government interventions work at cross purposes in rural labor markets. A summary chapter emphasizes diversity, measurement issues, complexity of affecting forces, and research/policy implications of local labor markets. Tables and figures accompany the papers. A participant list is included. (LFL)

ED 276 543

RC 015 992

Navaratnam, Kathiravelu K.
Role of Education in Rural Developi
Pactor for Developing Countries.
Pub Date—25 Jul 86

Pub Date—25 Jul #6

Note—12p.

Pub Type— Opinion Papers (120)

EDRS Price - MF91/PC01 Plus Postage.

Descriptors—Change Agents, "Developing Nations, Economic Development, "Educational Needs, Educational Philosophy, Foreign Countries, Local Issues, "Outcomes of Education, Relevance (Education), "Role of Education, Reval Areas, "Rural Development, Rural Education, Social Change
Relevent, locally-controlled educational programs play key roles in rural development in dev

Social Change
Relevent, locally-controlled educational programs play key roles in rural development in developing nations. Education has a desirable controlling influence over development of the rural individual, family, community, and society, leading to reduced poverty, income equity, and controlled unemployment. The failure of trickle-down development and recognition of the importance of rural areas and rural people to the economic emancipation of developing countries has given education a key role in rural systems of supply, production, marketing, personnel maintenance, education, health care, and governance. Functions of education include imparting social change, improving individual social position and standard of living, activating participation in rural and cultural development, increasing critical abilities of rural people to diagnose their needs, assert their rights, and take greater control of decisions affecting their lives, providing trained macropower in rural areas, inking rural and urban sectors, providing employment and income opportunities, increasing labor force productivity, and developing leadership. Education oriented to urban rather than rural needs may do more harm than good by accelerating rural to urban migration, generating youth unemployment, and leaving students ill-equipped to succeed in a rural environment. Education contributing to rural development must be locally controlled, practical, applied, problem-posing, and focused on functional specialization. (LFL)

ED 276 544 RC 015 996 Conboy, Ian Computer Networking with the Victorian Corre-spondence School. Victoria Education Dept. (Australia). Pub Date-Jul 86

Note—20p.
Pub Type—Reports - Evaluative (142)
EDRS Price - MPDL/PCD1 Plus Peatage.
Descriptors—Access to Education, Computer Literacy, "Computer Networks, "Computer Use in Education, "Correspondence Study, "Distance Education, "Correspondence Study, "Distance Education, Educational Equipment, "Educational Radio, Educational Technology, Foreign Countries, Program Descriptions, Frogram Devaluation, Rural Education, Secondary Education, Telecommunications

gram Descriptions, Program Evanuation, Kuras Education, Secondary Education, Telecommunications, "Two Way Radio, Victorian Country Education Tree Way Radio, Victorian Country Education Project (Australia). During 1985 the Education Department installed two-way radios in 44 remote secondary schools in Victoria, Australia, to improve tura-around time for correspondence assignments. Subsequently, teacher supervisors at Melbourne's Correspondence School sought ways to further augument audio interactivity with computer networking. Computer equipment was purchased by the Country Education Project. Moderns were provided to aix schools in the Mallee region and to the Correspondence School. Additional computers enabled schools to supplement their two-way radio communication with teacher and student lack of keyboard skills, the importance of interactivity, the lack of clear data transfer procedures, and the quality of the radio link. Technically, the computer network using Telecom landlines. The CPU-100 radio carrier was too slow. Subjective evaluation results indicated radio modern trials between Murrayville and Ses Lake High Schools and the Correspondence School continue but no additional units be purchased until improved; the Correspondence School be provided with a Level 4 facsimile machine; plans for equipment maintenance in remote locations be considered; priority be given to enable students/teachers to developing interactive lessons using telecommunications. (NEC)

ED 276 545

RC 015 997

ED 276 545

ED 276 545

Emerson, Larry W.

Feurstein Cognitive Education Theory and American Indian Education.

Pub Date—Aug 86

Note—16p.; Paper presented at the Mediated Learning Experience International Workshop (Jerusalem, Israel, August 1986).

Pub Type—Reports—Bavluative (142)—Specches' Meeting Papers (150)

EDRS Price - MFDI/PCBI Plus Poetage.

Descriptors—Academic Achievement, American Indian Culture, \*American Indian Education, Cognitive Restructuring, \*Cultural Awareness, Culture Conflict, Educational Philosophy, \*Educational Theories, Blementary Secondary Education, \*Learning Theories, Mediation Theory, Self Actualization, Self Concept, Teaching Methods Identifiers—\*Feuerstein (Reuven)

The Feuerstein Mediated Learning Experience and Cognitive Modifiability theories show promise for American Indian people who, despite much innovation, still search for learning theories which can provide native people with necessary tools for making efficient qualitative and quantitative adaptations to an ever-changing technological, cultural, linguistic, and political world while maintaining language, culture, and heritage throughout the changes. Based on mediated learning experiences and cognitive modifiability, these theories open possibilities for the use of "instrumental enrichment" and "learning potential assessment devise" materials to develop intrinsically-motivated youth who would begin to eak the "why" behind phenomena or history in order to become "ducated" about native heritage and contemporary issues and problems which need confrontation and solutions. Indian education issues which can be addressed by these experiences/theories include sense of cultural loss and identity, educational philosophy, low academic performance, lack of goal-setting orientation, and low self-concept and motivation. By studying and learning new methods of cognitive instruction and by causing programs to become integrated with "content" oriented programs, achools with students from culturally different backgrounds can stimulate ren

ED 276 546 RC 015 998 Green, Paul
The Content of a College-Level Outdoor Leader-

Green, Paul
The Content of a College-Level Outdoor Leadership Course.
Pub Date—Mar 82
Note—26p.; Paper presented at the Conference of
the Northwest District Association for the American Alliance for Health, Physical Education, Recreation and Dance (Spokane, WA, March 1982).
Pub Type—Reports - Research (143)—Speechea/Meeting Papers (150) — Tests/Questionnaires
(160)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—"Adventure Education, Camping,
College Curriculum, "Course Content, "Course
Descriptors, Delphi Technique, Higher Education, Leadership Responsibility, "Leadership
Training, "Outdoor Activities, Outdoor Education, Questionnaires
Identifiers—"Outdoor Leadership, Pacific Northwest, "Regional Surveys, Wilderness Education
Programs
"The measurch attack used the Delphi technique to

Identifiers—"Outdoor Leadership, Pacific Northwest, "Regional Surveys, Wilderness Education
Programs
This research study used the Delphi technique to
determine the ideal content of a college-level outdoor leadership course for land-based outdoor pursuits in the Pacific Northwest. Topics were
generated and value-rated by 61 Pacific Northwest
outdoor leaders using a Likert-type scale in three
separate questionnaires. Thirty-five topics were restained in the ideal content, of which the top 10 were.
(1) risk management plans; (2) judgement; (3) wilderness ethics; (4) first sid; (5) analyzing risks; (6)
minimum impact practices; (7) outdoor leadership
objectives; (8) hazard analysis for hypothermis; (9)
backcountry first sid; and (10) minimum impact
philosophy. An outdoor leadership course outline
constructed from research results included philosophy of outdoor leadership, risk management, decision making, outdoor leadership hethods, teaching
principles, small group dynamics in the outdoors,
environmental swareness skills, pre-trip planning,
hazards analysis, and map reading and interpretation. Tables list final rankings and mean scores of
the 35 consensus topics and the 23 topics rated least
important. An appendix provides a copy of the third
and final questionnaire with ratings for 176 topics.
(LFL)

ED 276 547 RC 015 999 Hartley, Elizabeth Ann American Indian Gifted Children: Finding Them. Pub Date—86

Martiey, Elizabeth Ann
American Indian Gifted Children: Flading Them.
Pub Date—86
Note—10p.
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PCD1 Plue Postage.
Descriptors—8/bility Identification, Access to Education, American Indian Culture, \*American Indian Development, Elementary Secondary Education, \*Bvaluation Criteria, \*Gifted, Social Bias, Standardized Tests, \*Student Characteristics, \*Talent Identification, Test Bias
This paper illuminates the physiological, socio-cultural, and linguistic obstacles which occur due to the interaction between American Indian cultures and the Anglo educational system and which make the identification of gifted and talented American Indian children difficult. It demonstrates the need for more culturally appropriate ways of identifying such children. The use of measures the need for more culturally appropriate ways of identifying such children. The use of measures seconmended. An approach to developing a "generic" list of characteristics and a set of measures is recommended. An approach to developing a "generic" list of characteristics and a set of measures is procommended. An approach to developing and programming is discussed. A design called "Process Approach for Creating Instructional Materials for American Indian Children" (Baca et al., 1984) is offered as a theoretical model of curriculum development which can be adapted and used in conjunction with the generic characteristic checklist and identification measures. Responsibility for developments and changes is directed to local educational agencies and, especially, the communities that would be directly affected by them. Twenty references are cited in the bibliography. (Author/NEC)

ED 276 548 Jacobson, Stepi Administrative RC 016 000 ninistrative Leadership and Effective nali-Rural Schools: A Comparative Case

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Spons Agency—New York State Legislature, Albany.; State Univ. of New York, Ithaca. Agricultural Experiment Station at Cornell Univ.

Pub Date—Sep 86

bany; State Univ. of New York, Ithaca. Agricultural Experiment Station at Cornell Univ.

Pub Date—Sep 86

Note—111p.
Pub Type—Reports - Research (143)

EDRS Price - MF91/PC95 Plus Postage.

Descriptors—"Academic Achievement, "Community Characteristics, Comparative Analysis, Curriculum Development, Educational Technology, Elementary Secondary Education, Lesdership Qualities, Leadership Styles, Rural Areas, "Rural Education, Rural Schools, School Community Relationship, "School Districts, "School Effectiveness, Small Schools, Student Improvement, "Superintendents, Teacher Effectiveness Identifiers—New York.

A study of two neighboring rural school districts in New York State was undertaken to determine if differences in educational quality existed between the two communities—Applegate and Bakerville—and to identify factors affecting educational quality: Comparison of demographic and socioeconomic characteristics included racial and ethnic distribution, industrial bases, community life, leisure activities, religious life, attitudes about school, educational training, and community priorities. Comparison of school systems included district histories, experiences with reorganization, school board composition, daministration, teachers, unions, curriculum offerings, student schievement, and student aspirations. The two communities were remarkably alike for all variables considered except that important differences existed in the sacdemic viality suggesting that the problems faced by rural schools, Bakerville exhibited an academic viality suggesting that the problems faced by rural schools are summontable. The role played by the Bakerville superintendent appeared critical in that district's success and paralleled the role of principal for effective inner-city schools as described by Rosenholtz (1985). The processes underlying effective schools, as enumerated by Rosenholtz, existed in the Bakerville exhibited an academic viality suggesting that the problems faced by rural schools, as enumerated by Rosenholtz, existed in

RC 016 001

ED 276 549 RC 016 001
Price, Reine And Others
Leveliased Educational Advancement Program.
Pub Date—86
Note—6p.
Pub Type—Reports - Descriptive (141)
EDBS Price - MPGI/PCBI Plus Postage.
Descriptors—Ability Grouping, "Community Involvement, Community Resources, "Curriculum Enrichment, Educational Innovation, Enrichment Activities, Human Resources, individualized Instruction, Intermediate Grades, "Nongraded Instruction Intermediate Grades, "Nongraded Instruction, Intermediate Grades, "Nongraded Instruction, Rural Schools, Small Schools, Teacher Participation Identifiers—Arkanass
A small rural elementary school in Bigelow, Arkanass has developed the Levelized Educational Advancement Program (LEAP) to offset diminished financial resources, limited classroom space, and reduction in professional staff. The program provides individualized basic education for 116 students in grades 4, 5, and 6, and provides daily enrichment opportunities using community resource persons as substitutes for educational opportunities more readily available in urban areas. School staff recruit community members who have talents in arts and crafts or who know local history, customs, geography, and nature. Nearby federal and state agencies and private organizations also participate. Five classroom teachers conduct the program with goals to fulfill student needs, raise test scores, and satify class size requirements. The students are divided into five 1-hour instructional groups of approximately 24 students for reading, mathematics, science, social studies, and language arts. Assignments are made according to student abilities rather than grade placement. Instructional time is divided into five equal parts so that each group rotates through the schedule with an additional hour for special activities. Program evaluation includes informal comments of parents, teachers, students, and school board members, discussions between professional staff and principal, and formal evaluation by

members of a nearby university. (LFL)

ED 276 550 RC 016 002
The Older Americans Act and Its Application to
Native Americans. Hearing before the Special
Committee on Aging. United States Senate,
Ninety-Ninth Congress, Second Sension (Oklahouna City, OK, June 28, 1986).
Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.
Report No.—Senate-Hrg.-99-827
Pub Date.—86
Notes 2140, Serial No. 98-22 Document contains RC 016 002

Report No.—Senate-Hrg-99-827
Pub Date—86
Note—214p; Serial No. 99-22. Document contains small, light, broken type.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type—Legal/Legislative/Regulatory Materials (990)
EDRS Price - MP01 Plus Postage, PC Not Available from EDRS,
Descriptors—American Indiana, \*Delivery Systems, Federal Indian Relationship, \*Federal Programs, Financial Support, \*Health Programs, Needs, \*Needs Assessment, Nutrition Instruction, \*Older Adults
Identifiers—Congress 99th, \*Older Americans Act 1965 Title VI
Three panels appearing before the Senate Special

Identifiers—Congress 99th, \*Older Americans Act 1965 Title VI
Three panels appearing before the Senste Special Committee on Aging discuss the sensitivity of the Administration on Aging to Native Americans, coordination of services between Title II and Title VI of the Older Americans Act, and availability of services under the act. Witnesses recommend language be included in the reauthorization of the Older Americans Act to fund Title VI at a level of \$12.5 million for fiscal year 1987; \$17.5 million for fiscal year 1988; and \$20 million for fiscal year 1988; and \$20 million for fiscal year 1988 and \$20 million for fiscal year 1989. Experts report on analysis of computer data from a needs assessment of \$13 older Indians in the United States and trends of a survey focusing on decreasing funding levels of Title VI grantees and how this impacts the targeting of service to older Indians who are already unserved and underserved. Recommendations to improve the Title VI program at project, tribal, and national levels include incorporating special diets into nutrition services because of high incidence of diabetes and hypertension among Indian elderly, continuing to provide unrestricted home delivered meals, including at least one Indian professional on the Office of State and Tribal Programs staff, and formulating a national policy on Indian aging. Appendices include Title VI history of funding reports from 22 tribes. (NEC)

aging. Appendices include Title VI history of funding reports from 22 tribes. (NEC)

ED 276 551

RC 016 003

Sexual Molestation of Calidren in Indian Country.
Hearing on S. 1818, a Bill to Prevent the Sexual Molestation of Calidren in Indian Country.
Hearing before the Committee on the Judiciary.
United States Senats, Ninety-Ninth Congress,
First Session (November 19, 1985).
Congress of the U.S., Washington, D.C. Senate
Committee on the Judiciary.
Report No.—Senate-Hrg-99-431

Pub Date—86

Note—30p.; Serial No. J-99-73. Page 20 may not
reproduce well due to small print.
Pub Type—Legal/Legislative/Regulatory Materials (960)

EDRS Price - MP01/PC02 Plus Poetags.
Descriptors—American Indian Culture, "American
Indian Reservations, "American Indians, Child
Abuse, "Child Advocacy, Community Action,
Court Role, "Federal Indian Relationship, Federal Legislation, Hearings, "Legal Responsibility,
"Sexual Abuse, Tribal Sovereignty
Identifiers—Congress 99th, Fort Peck Indian Reservation MT, Voices for Children MT
A hearing before the United States Senate Committee on the Judiciary concerning S. 1818, a bill to
prevent sexual molestation of children in Indian
country, provides a forum for winesses and describes a child advocacy program. Three winesses
from Fort Peck Reservation, Montana, describe incidence and characteristics of sexual abuse on the
reservation and discuss legal problems encountered
in bringing abusers to court. They offer suggestions
about judicial reform, revision of restrictive federal
and tribal laws, and establishment of child advocacy
programs. Testimony includes constitution and bylaws of one such program on the reservation-Voices
for Children. A United States Department of Justice
witness clarifies the relationship of the proposed bill
to existing legislation and emphasizes that the bill

would ensure equality of punishment for sexual abuse offenses whether defendants and victims are Indian or non-indian. Other witnesses include the Executive Director of the National Congress of American Indians who estimates the number of Indian children covered by the legislation to be 375,000, and the Director of the American Indian Law Center, Inc., of Albuquerque, New Mexico, who details problems of investigation and prosecution of child sexual abuse in Indian country and urges federal action to compensate for limitations of tribal courts. (LFL)

ED 276 552 RC 016 004 Philip, Kenneth R., Ed.

Indian Self-Rule. Pirst-Hand Accounts of Indian-White Relations from Roosevelt to Rengan.
Current Issues in the American West, Volume

an-White Relations from Roosevelt to Reagan.
Current Issues in the American West, Volume
IV.
Report No.—ISBN-0-935704-28-0
Pub Date.—86
Note.—352p.
Available from.—Howe Brothers, P. O. Box 6394,
Salt Lake City, UT 84106 (521.50).
Pub Type.— Opinion Papers (120).— Collected
Works - Proceedings (021).— Books (010)
Document Not Available from EDRS.
Descriptors.—American Indian Culture, \*American
Indian Relationship, Federal Legislation, Oral
History, Public Policy, Relocation, \*Self Determination, Social Action, \*Social Change, Social Indians, Trolal Sovereignty,
Trust Responsibility (Government)
Identifiers.—Bureau of Indian Affairs, Cohen (Pelix), Collier (John), \*Indian Reorganization Act
1934, New Deal, Termination of Tribal Status
Keynote addresses and panel sessions at a conference examining Indian Referral Indian policy from
1933-1945. Part Two deals with 1945-1960 and the
federal policy of terminating are recommended in the service of the Indian Self-culture indian self-rule in the past and future. Each section begins
with a keynote address providing an overview of the
period which is followed by five panels of two to
seven members who provide an oral history by discussing their involvement in specific events of the
period which is followed by five panels of two to
seven members who provide an oral history by discussing their involvement in specific events of the
period. Participants include Indian leaders and achieurs. Specific topics include Indian claims settements, assertion of tribal control over energy-rich
resources, the IRA and respect for Indian culture,
relocation of reservation people to cities, the War on
Poverty, Indian activism and Red Power, traditionalizer and the reassertion of Indianness, contracting
under the Self-Determination Act, tribal sovereignty, an index, and a list of contributors with their
affiliations are spended. (JHZ)

ED 276 553

RC 016 005

ED 276 553 RC 016 005 Native Peoples of Canada: A Guide to Reference

Sources. McGill Univ., Montreal (Quebec). McLennan Li-

brary. Pub Date—86

brary.
Pub Date—86
Note—18p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"American Indian Culture, "American Indian History, American Indian Literature, American Indians, "Anthropology, Biographies, "Canada Natives, Ethnography, "Ethnology, Federal Indian Relationabip, Postsecondary Education, "Reference Materials (Canada)
Brief annotations accompany the 104 entries in this bibliography which emphasizes sources for ethnological research about Native peoples of Canada dating from 1913 to 1985. Materials reflecting concerns of social anthropology and historical approaches to the study of Native peoples are also included, but linguisities and archaeology are covered only where they are treated in works of greater scope. All entries are available through the McGill University Libraries, and a cover sheet explains the locations of the University's holdings. The bibliography is organized by reference type in nine sections: handbooks (11 entries), directories (5), maps and atlasses (3), biography (4), current bibliography

and periodical indexes (6), retrospective bibliogra-phy (62), manuscripts and archives (6), theses (4), and periodical lists (3). The section for retrospective bibliography is subdivided into catalogues of major library collections, general and regional works, and special subjects including arts/literature/folkiore, education, government relistions and law, medical and physical anthropology, and women. (JHZ)

ED 276 554

Students' Guide to Engineering Schools.
National Action Council for Minorities in Engineering, Inc., New York, NY.
Pub Date—86

National Action Council for Minorities in Engineering, Inc., New York, NY.
Pub Date—86
Note—45p.
Available from—NACME Inc., 3 West 35 Street,
New York, NY, 10001 (38.00 per hundred)
Pub Type—Guides - Clasaroom - Learner (051)
EDRS Price - MF01/PC02 Plus Pestags.
Descriptors—"College Choice, "College Curriculum, Colleges, "Engineering Education, Enrollment, Guidelines, Higher Education, Minority
Groups, Services, "Student College Relationship,
Student Financial Aid, Undergraduate Study
Identifiers—"College Characteristics Analysis,
Dual Degrees
Designed for minority students considering careers in engineering, this guide provides descriptions of every undergraduate engineering course in engineering, this guide provides descriptions of every undergraduate engineering courseling and Technology, and guidelines for assessing educational wants and needs. Entries for each of the 261 schools indicate mailing address, 1984-85 minority/total undergraduate engineering enrollment, cutoff dates for admissions/financial aid,
undergraduate engineering curricula offered (neromattical/aerospace/astronautical, agricultural, architectural, bloengineering /biological/biomedical,
ceramics, chemical, civil/construction, computer,
electrical/electronic, general, engineering physics/
sicience, environmental, geological/geophysical,
industrial/mantifacturing, materials/metallurgical,
mechanical, mining, naval/marine, nuclear, ocean,
petroleum/natural gas, systems, others), support activities and financial aid. Support activities cover
special recruiting, special admissions, freshman orientation program, summer program for entering
freshman, special personal counseling, special tutorial sctivities, co-op program, summer polyam for the reinful and
minority engineering student organization. Types of
financial aid described include grants, loans, tuition
reduction, employment and 1985-86 National Action Council for Minorities in Engineering physical
minority engineering student organization. Types of
financial aid described i

grants participating schools are listed. (NEC)

ED 276 555

Moxley, Robert L. Calloway, Michael O.
Community Agricultural Processing Services: A
Reflection of Urban Differentiation or County
Agricultural Structure.
Pub Date—Aug 85

Note—32p.; Paper presented at the Annual Meeting of the Rural Sociological Society (48th,
Blacksburg, VA, August 21-25, 1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Agribusiness, Agricultural Production, "Community Characteristics, Community Services, Community Size, Education, Health
Services, "Hypothesis Testing, Prediction, Regional Characteristics, Rural Areas, Rural Development, Transportation
Identifiers—Counties, "Differentiation, North Carolina, "Structural Analysis (Sociology), Unidimensionality (Tests), Unidimensional Scaling
Questionnaire data from 81 North Carolina communities were analyzed in 1981 to test the hypothesis that 5 institutional subcategories (education, agricultural services, and health and sanitation) exhibit the underlying characteristic of unidimensionality and that they reflect comparable levels of differentiation. Guttman scales were constructed for all categories except agricultural services. Failure of the agricultural services pattern left the possibility that most, if not

all, of the items were nevertheless related to community differentiation; that agricultural service items were more related to the overall magnitude of agricultural production in the county; and that some commodity specific regional agricultural structures existed. Findings showed that county agricultural variables (including dairy processing plants, producing plants, grain elevator and storage plants, poultry processing plants, and lumber mills /kiins) were better predictors than community variables for most agricultural processing services. Findings also supported the theory of the existence of some commodity specific regional agricultural structures. Conclusions indicated hinterland agricultural patterns may have considerable effects on certain community agricultural services and general urban differentiation and population size may have little or no relationship to their availability. A four-page reference list and nine data tables are appended. (NEC)

ED 276 556 RC 016 018

ED 276 586

RC 016 018

Fenton, Roy Crumb, Jeanmarie
Alaskan Native Early School Leavers: Update.
Anchorage School District, AK.
Pub Date—11 Jun 84
Note—26p.; For the 1982 study, see ED 247 064.
Pub Type—Reports - Research (143)
EDRS Price - MF91/PC92 Plus Postage.
Descriptors—Academic Persistence, "Alaska Natives, "American Indian Education, Attendance," Dropout Characteristics, "Dropout Prevention, Dropout Rate, Dropouts, Influences, Parent School Relationship, "Program Effectiveness, Relevance (Education), School Districts, School Holding Power, School Surveys, Secondary Education, Student Attitudes, "Student Attrition, Student Needs, Student School Relationship, Withdrawal (Education)
Identifiers—"Alaska (Anchorage)
The number of American Indian and Alaska Native students who leave the Anchorage School District without graduating or transferring to another school system has shown a slight but steady decline since the completion of "Alaskan Native Early School Leavers Study" in May 1982. The reasons that arise at home or in the community. The District has made some positive changes in the areas that were identified in the "School Leavers Study," and more changes are being considered. The staff in District secondary schools who work most closely with students who are in trouble are making an effort to help students and to keep parents informed. The Indian Education Program community counselors and Cook Inlet Native Association staff work with other staff within their units and have direct contact with most of the students who are in trouble prior to their withdrawal from the District. This report includes tables showing dropout rates by ethnic group and reason for dropout and a survey of school leavers listing school, grade, means of contacting parent, reason for exit, and destination. (JHZ)

ED 276 557 RC 016 019

Royner, V.

A Program in Music for Small Schools, Priority
Country Area Program, Queensland, Project
Report 4.

Priority Country Area Program Office, Brisbane
(Australia).

(contraits). Spons Agency—Queensland Dept. of Education, Brisbane (Australia). Report No.—ISBN-0-7242-2303-9 Pub Date—84

Report No.—ISBN-0-7242-2303-9
Pub Date—84
Note—103p.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Pus Postage.
Descriptors—"Behavioral Objectives, Elementary
Education, Foreign Countries, "Lesson Plans,
Listening Skills, "Music Activities, "Music Appreciation, Music Education, Rural Education,
Small Schools, Vocal Music
Identifiers—Kodaly Method, Melody, Priority
Country Area Program (Australia), Recorders
(Flutes), Rhythm
This weekly syllabus designed for teachers in
small schools in Australia uses the Kodaly singing-based approach to teach music skills to students
in primary years one through seven. The program
divides instruction into four units: year one, years
two-three, years four-five, and years six-seven.
Teaching plans for each unit contain learning objectives in melody, rhythm, ear training, listening, part

work, and form. Playing simple tunes on the re-corder and attention to dynamics and expression are additional learning objectives for years four-five and alx-seven. Unit teaching plans also provide a monthly overview of activities for each objective; 35 weekly lesson plans for each objective; a song list with song source, range, meter and opening rhythm; and a song source abreviations guide. A monthly summary of the 10-month program lists activities by year level and learning objective in chart form. (LFL)

ED 276 558

Dolman, Geoffrey, Jr. Kaufman, Norman S.
Minerities in Higher Education: The Changing
Southwest-Arizona.

College Entrance Examination Board, Princeton,
N.J.; Western Interstate Commission for Higher
Education, Boulder, Colc.

Spons Agency—Atlantic Richfield Foundation,
New York, NY.
Pub Date—Dec 84

Note—40p.; For related documents, see RC 016
021-024.

Available from—Western Interstate Commission
for Higher Education, P. O. Drawer P, Boulder,
CO 80301 (\$20.00 per set of 5, or 55.00 ea).

Pub Type—Information Analyses (070) — Numerical/Quantitative Data (110)

EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.

Pub Type—Information Analyses (070) — Numerical / Quantitative Dat (110)
EDRS Price - MFDI Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Persistence, American Indians, Articulation (Education), Asian American, Blacks, Census Figures, \*College Attendance, \*College Students, Degrees (Academic), \*Educational Attainment, Elementary School Students, Whites
Identifiers—\*Arizons, United States (Southwest)
One in a series on southwestern states, this report deals with the underrepresentation of Hispanics and other racial and ethnic minorities in higher education and provides specific information concerning Arizona's population. Written for educational policy makers, the report focuses on the implications of the fact that the greatest population growth in the next 20 years will take place among minority populations, whose rates of postsecondary educational attainment and socioeconomic status have been historically low. Information is presented in graphic and narrative form for 10 specific areas related to population growth, educational attainment, and family income. Exhibit 1 is concerned with population growth from 1960 to 1980 and projections for 2000. Exhibits 2 and 3 look at population by racial and ethnic origin. Exhibit 4 and 5 examine the educational attainment of persons aged 25 and over and the persistence of White, Hispanic, Black, and American Indian high school students. Exhibits 6 and 7 illustrate the relationships among race and/or ethnicity, family income, and college attendance. Exhibit 8 displays the composition of postsecondary errorliments by race and ethnicity compared with each group's representation in the college-age population. Exhibits 9 and 10 show postsecondary degrees earned by race/ethnic group. (JHZ)

ED 276 559

RC 016 021

Dolman, Geoffrey, Jr. Kaufman, Norman S.

Missocities in Higher Education: The Changing

Southwest-California.

College Entrance Examination Board, Princeton,
N.J.; Western Interstate Commission for Higher

Education, Boulder, Colo.

Spons Agency—Atlantic Richfield Foundation,
New York, NY.

Pub Date—Dec 84

Note—38p.; For related documents, see RC 016

020-024. ED 276 559 RC 016 021

020-024.

Available from—Western Interstate Commission for Higher Education, P. O. Drawer P. Boulder, CO 80301 (\$20.00 per set of 5, or \$5.00 ea). Pub Type—Information Analyses (070) — Numerical/Quantitative Data (110)

EDRS Price • MF01 Phs Postage, PC Not Available from EDRS.

Descriptors—American Indians, Articulation (Education), Asian Americans, Blacks, Census Figures, "College Attendance, "College Students, Degrees (Academic), "Educational Attainment, Elementary School Students, Elementary Secondary Education, "Barolliment Trends, Family Income, Geographic Regions, Higher Education,

\*Hispanic Americans, \*Minority Groups, Population Trends, Secondary School Students, Whites Identifiers—\*California, United States (Southwest) Part of a series intended to highlight the implications for educational planning of the changing demography of the Southwestern United States, this report on California indicates that the greatest population growth in the next 20 years will occur among minority populations, whose rates of postsecondary educational attainment and socioeconomic status have been low historically. Projections place California's population between 30.1 million and 315 million by the year 2000, a 20-year growth rate of between 27% and 33%. Data show that people of Spanish origin accounted for 19.2% of the total 1980 California population but represented 32% of 0-4 age group, which should grow to 40% by 2000. Nationwide figures show that 83% of Whites completed high school compared with 72% of Blacks and 55% of American Indians and Hispanics. National data suggest that smaller percentages of Stational data suggest that smaller percentages of successive and high-income families. In California, relatively high percentages of Spanish-origin, Black and American Indian families carned less than \$15,000 in 1979. Although each minority has a unique pattern, present enrollment and earned degree patterns show considerable underrepresentation for Hispanics, Blacks, and American Indians at most levels of postsecondary education. (NEC)

ED 276 560

RC 016 022

Dolman, Geoffrey, Jr. Kaufman, Norman S.

Missorities in Higher Education: The Changing
Southwest-Colorado.

College Entrance Examination Board, Princeton,
N.J.; Western Interstate Commission for Higher
Education, Boulder, Colo.

Spons Agency—Atlantic Richfield Foundation,
New York, NY.

Pub Date—Aug 84 Note—40p; For related documents, see RC 016 C20-024.

Pub Date—Aug 84
Note—Aug.; For related documents, see RC 016
C20-024.
Available from—Western Interstate Commission
for Higher Education, P. O. Drawer P. Boulder,
CO 80301 (\$20.00 per set of 5, or \$5.00 ea.).
Pub Type—Information Analyses (7070) — Numerical/Quantitative Data (110)
EDRS Price - MF01 Pius Postage, PC Not Available from EDRS.
Descriptors—Academic Persistence, American
Indians, Articulation (Education), Asian Americans, Blacks, Census Figures, \*College Attendance, \*College Students, Degrees (Academic),
\*Educational Attainment, Elementary School
Students, Elementary School
Students, Elementary School
Students, Elementary School
Students, Higher Education, \*Hispanic Americans,
\*Minority Groups, Population Trends, Secondary
School Students, Whites
Identifiers—\*Colorado, United States (Southwest)
One in a series on southwestern states, this report
deals with the underrepresentation of Hispanics and
other racial and ethnic minorities in higher education and provides specific information concerning
Colorado's population. Written for educational policy makers, the report focuses on the implications of
the fact that the greatest population growth in the
next 20 years will take place among minority populations, whose rates of postsecondary educational
attainment and socioconomic status have been historically low. Information is presented in graphic
and narrative form for 10 specific areas related to
population growth, educational attainment, and
family income. Exhibit 1 is concerned with population growth from 1960 to 1980 and projections for
2000. Exhibits 2 and 3 look at population by racial
and ethnic origin. Exhibits 6 and 7 illustrate the
educational attainment of persons aged 25 and over
and the persistence of White, Hispanic, and Black
high school students. Exhibits 6 and 7 illustrate the
educational attainment of persons aged 25 and over
and the persistence of White, Hispanic, and Black
high school students. Exhibits 6 and 7 illustrate the
educational attainment of persons aged 25 and

ED 276 561 RC 016 023 ED 276 561.

Dolman, Geoffrey, Jr. Kaufman, Norman S.

Minorities in Higher Education: The Changing Southwest-New Mexico.

College Entrance Examination Board, Princeton, N.J.; Western Interstate Commission for Higher

Education, Boulder, Colo.

Spons Agency—Atlantic Richfield Foundation,
New York, NY.

Pub Date—May 85

Note—40p.; For related documents, see RC 016
020-024.

O20-024.

Available from—Western Interstate Commission for Higher Education, P. O. Drawer P, Boulder, CO 80301 (\$20.00 per set of 5, or \$5.00 ca.). Pub Type—Information Analyses (070) — Numerical/Quantitative Data (110)

EDRS Prics —MF01 Plus Postage, PC Not Available from EDRS.
Descriptors—American Indians, Articulation (Education), Asian Americans, Blacks, Census Figures, "College Attendance, "College Students, Degrees (Academic), "Educational Attainment, Elementary School Students, Elementary Secondary Education, Enrollment Trends, Family Income, Geographic Regions, Higher Education, Enrollment Trends, Family Income, Geographic Regions, Higher Education, Higher Education, Trends, Secondary School Students, Whites Identifiers—"New Messico, United States (South-west)

tion Trends, Secondary School Students, Whites Identifiers—New Mexico, United States (South-west)
Part of a series intended to highlight implications for educational planning of the changing demography of the Southwestern United States, this report on New Mexico indicates that the greatest population growth in the next 20 years will occur among minority populations, whose rates of postsecondary educational attainment and socioeconomic status have been low historically. Projections place New Mexico's population between 1.7 million and 2.1 million by the year 2000, a 20-year growth rate of between 30% and 54%. Data show that people of Spanish origin accounted for 36.6% of the total 1980. New Mexico population but represented nearly 45% of the 0-4 age group, which should grow to over 50% by 2000. Only shout 50% of Hispanics and Indians aged 25 and over had completed high school in 1980, compared with approximately 75% of Whites and Asians and 63% of Blacks in the same age group. Approximately 39% of Whites, 30% of Blacks, and 55% of Asians had completed some college compared with 17% of Hispanics and 18% of American Indians. The number of New Mexico Hispanic high school seniors in 1982 represented 67% of the number of ninth graders three years earlier as opposed to 74% for Whites and 70% for Blacks. NEC)

ED 276 562

RC 016 024

Dolman, Geoffrey, Jr. Kaufman, Norman S.

Misscrities in Higher Education: The Changing
Southwest-Texas.

College Entrance Examination Board, Princeton,
N.J.; Western Interstate Commission for Higher
Education, Boulder, Colo.

Spons Agency—Atlantic Richfield Foundation,
New York, NY.

Pub Date—Sep 84

Note—40p.; For related documents, see RC 016
020-023.

Available, from—Western Interstate Commission

Pub Date—Sep 84

Note—40p; For related documents, see RC 016
020-023.

Available from—Western Interstate Commission
for Higher Education, P. O. Drawer P, Boulder,
CO 80301 (\$20.00 per set of 5, or \$5.00 ea.).
Pub Type—Information Analyses (070) — Numerical/Quantitative Data (110)
EDRS Price - MP01 Pius Postage. PC Not Available from EDRS.
Descriptors—Academic Persistence, American
Indians, Articulation (Education), Asian Americans, Blacks, Census Figures, "College Attendance, "College Students, Degrees (Academic)
'Educational Attainment, Elementary School
Students, Elementary Secondary Education, "Enrollment Trends, Family Income, Geographic Regions, Higher Education, "Hispanic Americans,
"Minority Groups, Population Trends, Secondary
School Students, Whites
Identifiers—"Texas, United States (Southwest)
A report on racial and ethnic minorities in higher
education in the state of Texas highlights implications of the changing demography of the Southwestern
United States for educational planning. Graphs
and tables, diacussion, and an overall summary present information derived from the 1980 Census of
Population and the Higher Education General Information Survey. The report finds that the greatest
population growth in the next 20 years in Texas will
take place among minority populations whose rates
of postsecondary educational attainment and socioconomic status have been low historically, Specific
findings include: people of Synnish origin accounted
for 21% of Texas population in 1980 and for more
than 30% of the 0-4 age group; Texas has the third

largest Black, fifth largest Asian, and nintic largest American Indian populations in the United States; Hispanics have higher high school dropout rates than Blacks or Whites; Texas high school graduation rates show 72% of Blacks and 53% of Hispanic completing high school; Spanish-origin and Black families have low family incomes and national data show amalier percentages of students from low-income families euroiling in postsecondary education; present enrollment and earned degree patterns show considerable underrepresentation for Hispanics and Blacks at all levels of postsecondary education. (LFI).

## SE

ED 276 563

Bensley, Michael
Solar Energy Information and Education Project.
Final Report.
New Mexico Solar Energy Inst., Las Cruces.
Spons Agency—New Mexico State Legislature,
Santa Fe. SE 046 636

New Mexico Solar Energy Inst., Lis Cruces. Spons Agency—New Mexico State Legislature, Santa Fe. Report No.—NMERDI-2-72-4233
Pub Date—Sep 85
Note—74p.; Fiscal year used in document was derived by subtracting 1912 (year of New Mexico statehood) from 1985 (year of report). Available from—New Mexico Energy Research and Development Institute Information Center, University of New Mexico, 457 Washington SE, Suite M, Albuquerque, NM 87108.
Pub Type—Reports - Descriptive (141) EDRS Price - MF01/PC03 Plas Postage.
Descriptora—Toomnumications, Energy Conservation, "Energy Education, "Information Services, School Business Relationship, "Science Programs, "Colar Energy, "Technical Assistance, Technology Transfer, Workshops Identifiers—New Mexico
The New Mexico Solar Energy Institute (NMSEI) conducted a concentrated information and education program during 1985. This report summarizes NMSEI's Information and Education project activities. It provides detailed descriptions of project costs and concise recommendations for similar programs. Individual sections contain caplanations of the scope of work, approach, accomplishments, and recommendations for each of the project's six tasks. These tasks focus on: (1) technical assistance; (2) solar business directory; (3) New Mexico media; (4) information service and state fair exhibit; (5) solar energy workshops; and (6) solar energy workshops; and (6) solar energy workshops; include media packets, a tollfree energy information line, a newsletter for teachers and computer assisted analysis of space heating needs. (ML)

SE 047 53:
Mollaro, Jane Anne
The Relationship of Test Anxiety to Serum
Beta-endorphin.
Ohio State Univ., Columbus. Graduate School.
Pub Date—36
Note.—186—18.

Pub Date—36
Note—186p.; Ph.D. Dissertation, Ohio State University, Correlation tables contain small print.
Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143)
EDRS Price - MF01/PC08 Plus Pestage.
Descriptors—Anxiety, Biochemistry, College Science, Higher Education, "Human Body, "Physiology, "Premedical Students, Science Education, "Test Anxiety, "Test Wiseness Identifiers—Endorphins, Hormones, Medical College Admission Test, "Science Education Research

lege Admission 1est, "Science Education are search
This study attempted to determine if test anxiety is manifested in pre-medical students as a result of the Medical College Admission Test (MCAT) and if Beta-endorphin similarly responds to that type of situational stress. Seventeen participants completed the Test Anxiety Inventory (TAI) by Spielberger et al. (1980) and donsted 30 ml of blood for Beta-endorphin analysis two days prior to the MCAT and also three days after the test. Student grade point average (GPA) and number of science courses were other variables analysed. Results indicated that TAI were more elevated pre-MCAT and Beta-endorphin was higher after the examination. Total TAI was significantly inversely related to GPA and there were positive correlations between GPA and MCAT scores. Regression results indicated that select items from TAI, GPA, and Beta-endorphin

could be used to predict performance on particular MCAT subsets and that MCAT scores were influenced by test anxiety. Appendices include copies of the TAI, procedures used in processing blood samples for Beta-endorphin, and complete correlation matrices. A 14-page bibliography is included. (ML)

matrices. A 14-page bibliography is included. (ML)
ED 276 565
SE 047 539
Standards of Learning Objectives for Virginia
Public Schools: Science.
Virginia State Dept. of Education, Richmond.
Pub Date—Jan 83
Note—61p.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Curriculum Design, "Elementary
School Science, Elementary Secondary Education, Public Schools, "Science Curriculum, Science Education, Secondary School Science, State Curriculum Guides, "State Standards
Identifiers—"Virginia
The Standards of Learning Program for Virginia
Public Schools is designed to identify what students are expected to accomplish, to provide a method for determining what has been learned, and to encourage teachers to give additional instruction when needed. This document provides a broad framework for science programs and specifically identifies learner outcomes at each grade level for K-12 grades. Program goals, program objectives, and curriculum guidelines are described in detail. Curriculum culcilines are described in detail. Curriculum culcilines are described in detail. Curriculum deletines are described in detail. Curriculum deletines are described in detail. learner outcomes at each grade level for K-12 grades. Program goals, prugram objectives, and curriculum guidelines are described in detail. Curriculum guidelines are given for each program objectives into learner outcomes and in developing instructional techniques for the outcomes. Broad attitudinal, behavioral, and conceptual themes are used to articulate the K-12 science program and are graphically illustrated in the appendix. A listing of contributors to this program is also included. (ML)

ED 276 566 SE 047 540

ED 276 566
Schroeder, Thomas L. Frume, M. Louise
The Preparation and Continuing Education of
Mathematics Teachers in Alberta: A Status
Survey and Needs Assessment. Final Report.
Pub Date—Dec 86
Note—34p.
Pub Type— Reports - Research (143)
EDRS Prices - MF0L/PC02 Plus Postage.
Descriptors—Educational Quality, Education, Foreign Countries, Higher Education, "Mathematics Teachers, Needs Assessment, Preservice Teacher Education, "Professional Development, Surveys, "Teacher Education, "Teacher Qualifications
Identifiers—"Alberta, "Mathematics Education

Education, "Teacher Qualifications Identifiers—"Alberta, "Mathematics Education Research
Concerns about the quality of education, teachers, the curriculum, instructional materials, and teachers' professional developments led to the commissioning of a survey of mathematics teachers in Alberta, Canada. Stratified random samples of 100 elementary schools and 100 secondary schools were caked to respond; in secondary schools, all teachers were asked to respond; in secondary schools, all teachers teaching mathematics were saked to respond. Principals responded to a third questionnaire. Responses were received from 137 principals, 477 elementary teachers, and 241 secondary teachers. Recommended qualifications for teachers of mathematics were summarized using reports of professional organizations and the three universities with teacher education programs in the province. Only one university had a university level mathematics requirement for elementary teachers; all three had clearly defined majors and minors in mathematics for secondary teachers. Data on the following were then presented and discussed: school characteristics, teachers' personal characteristics; teachers' presonal characteristics; teachers' deducation, teachers' in-service education, teachers' in-service offices, teachers' principals and teachers' definition of needs. The concluding comment noted that broad academic backgrounds, a full range of supporting materials and services, and wide involvement in professional organizations have not yet been achieved. Appendices contain the questionanire forms. (MNS)

ED 276 567 SE 047 541 Maletsky, Evan, Ed. Yunker, Lee E., Ed. NCTM Student Math Notes. National Council of Teachers of Mathematics, Inc., Reston, Va.

Pub Date—86 Note—21p. Journal Cit—NCTM Student Math Notes; Jan-Nov

Journal Cit—NCTM Student Math Notes; Jan-Nov 1986
Pub Type— Collected Works - Serials (022) —
Guides - Clasaroom - Learner (051)
EDRS Price - MF91/PO1 Plus Postage.
Descriptors—"Enrichment Activities, "Geometric Concepts, Junior High School Students, "Mathematics Instruction, "Number Concepts, Prime Numbers, Probability, Proof (Mathematics), Ratios (Mathematics), Recondary Education, "Secondary School Mathematics, Simulation Five sets of activities for students are included in this document. Each is designed for use in junior high and secondary school mathematics instruction. The first Note concerns mathematics on postage stamps. Historical procedures and mathematicians, metric conversion, geometric ideas, and formulas are among the topics considered. Successful simulation is the focus of the second Note, with activities on planning a supermarket, bowling and random digit table. The third set of activities concerns proof; geometric, algebraic, and numerical formulas are each considered. Golden rectangles and ratios are included in the fourth topic, with a physical model for generating golden rectangle and generating golden rectangle for generating golden rectangle and generating golden rentangle and generating golden rentangle

ED 276 568 SE 047 542

Science Resources Studies Highlights Pub Date—86

Pub Date—so Note—18p.

Journal Cit—NSF Science Resources Studies High-lights; Feb-Jun 1986.

Pub Type—Collected Works - Serials (022) — Re-ports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Publishers—College Science, \*Educational

EDRS Price - Mr01/PC01 Plus Postage.
Descriptors—College Science, "Educational Trends, "Engineering Education, Engineers, Foreign Workers, "Graduate Study, Higher Education, Industrial Personnel, International Cooperation, Research and Development, "Research Opportunities, Science Careers, Science Education, "Scientific Personnel, Scientists, "Sur-

Education, "Scientific Personnel, Scientists, "Surveys 1989.

Identifiers—National Science Foundation The findings of four independent surveys on various trends in science and engineering (S/E) in the United States are presented in these reports. The first report contains findings obtained from institutions granting a graduate science or engineering degree and/or performing at least \$50,000 in separately budgeted research and development (R&D) activities on expenditures in FY 1984. Academic R&D spending rose in each major S/E field in 1984. The second report presents data on the employment of foreign scientists and engineers in U.S. industry which was obtained from a telephone survey of 132 large firms (Fortune 500) and 150 other firms. One-half of the firms utilized foreign scientists and engineers. Results of a survey of graduate S/E students and postdoctorates are discussed in the third report. In 1984 graduate S/E enrollment showed the smallest increase since 1977. The fourth report states that the number of S/E doctorates awarded in 1985 was slightly greater than in 1984, but below the peak reached in 1972. Women continued to increase their representation among S/E doctorates, but not as rapidly as in the seventies and early eighties. (ML)

SE 047 543

ED 276 569 SE 047 54 Suydam, Marilyn N. Research on Instructional Materials for Mathe-matics. ERIC/SMEAC Special Digest No. 3,

1983.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio. Spons Agency—National Inst. of Education (ED), Washington, DC. Pub Date—85
Contract—400-78-0004

Contract
Note—3p.
Available from—SMEAC Information Reference
Center, The Ohio State Univ., 1200 Chambers
Rd., 3rd Floor, Columbus, OH 43212 (\$1.00).
Pub Type—Reports - Research (143) — Information Analyses - ERIC Information Analyses

EDRS Price - MF01/PC01 Plus Postage.

escriptors—Calculators, Educational Resean Elementary Secondary Education, \*Instruction Materials, Manipulative Materials, Mathematic Curriculum, \*Mathematics Education, \*Math matics Materials, Microcomputers, \*Resear Utilization, Textbooks sentifiers—ERIC Digests, \*Mathematics Educations and the computers of the computer of

Utilization, Textbooks Identifiers—BRIC Digests, "Mathematics Education Research In this brief review, research on varying types of instructional materials is summarized. The evidence indicates that the textbook is the most widely used instructional materials and few teachers appear to use any other materials more than five times a year. Research findings on the value of the use of manipulative materials seems clear: they have a high probability of increasing achievement, and appear to be essential in providing a firm foundation for developing mathematical ideas. While textbooks and tests shape the curriculum, studies indicate that the match of topics between the two cannot be taken for granted. While most children at all grade levels have access to or own calculators, few teachers actually use them in the mathematics classroom. Nevertheless, achievement scores are as high or higher when calculators are used for mathematics instruction as when they are not used. The usefulness of computers is accepted, but the task of integrating them into the curriculum has just started. Each of the findings is discussed, with illustrative references cited. (MNS)

ED 276 570 Layton, David, Ed. The Alternative Re Practical. SE 047 545 tive Road. The Rekabilitation of the

Layton, David, Ed.
The Alternative Road. The Rehabilitation of the Practical.
Leeds Univ. (England). Centre for Studies in Science and Mathematics Education.
Report No.—ISBN-0-904421-11-2
Pub Date.—84
Note—154p.
Available from—University of Leeds, Centre for Studies in Science and Mathematics Education, School of Education, Leeds LS2 971; UK. (5.95) pounds sterling, includes postage and handling).
Pub Type—Collected Works - Proceedings (021)
EDRS Pice - MP01/PO17 Plus Poetage.
Descriptors—\*College Science, "Elementary School Science, Elementary Scondary Education, Foreign Countries, Higher Education, Job Training, "Labor Force Development, "School Business Relationship, "Science and Society, Science Curriculum, Science Education, Science, Technical Education, Vocational Education and Centifiers—"Great Britain
The "alternative road" refers to a practically oriented curriculum, one which is more concerned with being able to do, rather than remembering. The book consists of an edited series of papers which were presented at a conference in England on the rehabilitation of the practical, at which a broad range of interests (academic, professional, educational and political) were represented. The 10 papers included in this document are: (1) National Policy and the Rehabilitation of the Practical: The Context; (2) The Secondary School Science Curriculum and the Alternative Road; (3) State Centralism and the Rehabilitation of the Practical: The Context; (4) The Secondary School Science Curriculum and the Alternative Road; (3) State Centralism and the Alternative Road; (3) State Centralism and the Alternative Road; (3) State Centralism and the Altern

ED 276 571 SE 047 546 Marine and Other Aquatic Education, Framework. Hawaii State Dept. of Education, Honolulu. Office of Instructional Services. Pub Date—Jun 82

Pub Date—Jun 82

Note—34p.
Pub Type—Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—"Curriculum Enrichment, "Educational Objectives, Elementary Secondary Education, "Instructional Improvement, "Marine Education, "Minimum Competencies, Models, Oceanography, Science Education, Scientific Literacy, Staff Development, "State Programs Identifiers—"Hawaii

A framework for marine and squatic education in

Hawaii was developed for the purpose of restructuring attitudes on the use, protection, and appreciation of aquatic resources. This report identifies key elements of the framework and contains suggestions for its implementation and management. Contents include: (1) a rationale for marine education (providing a list of competency statements); (2) goals and objectives (discussing four major objectives of marine and squatic education and their relationship to Hawaii's general educational goals); (3) a concept attainment model (specifying the concepts considered to be important for the attainment of marine literacy); (4) scope and sequence (explaining core themes, key issues, and areas of emphasis for K through 12 grade levels); (3) administrative objectives (offering suggestions for program development and maintenance); (6) communication concerns (describing the functions and communication possibilities at state, district, and school levels); and (7) staff development (stating the components needed in coordinating a staff development program). A listing of 12 references is also included (ML)

ED 276 572

ED 276 572

Koen. Billy Vaughn

Definition of the Engineering Method.

American Society for Engineering Education,
Washington, D.C.

Report No.—ISBN-0-87823-101-3

Pub Date—85

Note—79p.

Available from—ASEE Publications, Suite 200, 11

Dupont Circle, Washington, DC 20036 (37.00).

Pub Type—Opinion Papers (120)—Reports—Descriptive (141)

EDRS Price—MP01 Plus Postage. PC Not Available from EDRS.

Descriptors—"Definitions, Engineering Education,
Engineering Technology, "Engineers, "Heuristics, Higher Education, Performance Factors,
Problem Solving, Risk, Safety, "Science and Society, Technological Advancement, "Technological Literacy, Technology Transfer, Work

Attitudes

cal Literacy, Technology Transfer, Work Attitudes
In an effort to more clearly define the engineering method, this document attempts to draw distinctions between engineering and acience. Part I, "Some Thoughts on Engineering," discusses strategies that engineers employ to solve problems, and the characteristics of the types of engineering problems. Part II, "The Principal Rule of the Engineering Method," gives a definition of the engineering method and provides examples which: (1) compare individual engineers; (2) establish a rule for judging the performance of an engineer; (3) compare the technological developments of various nations; (4) analyze several pedagogical strategies of engineering education; and (5) define the relationship between the engineer and society. Part III, "Some Heuristics Used by the Engineering Method," includes some simple rules of thumb, factors about safety, heuristics that affect the engineer's stitude toward his /her work, heuristics that engineers use to keep risk within acceptable bounds, and factors dealing with resource allocation. (TW)

ED 276 573
Pederzen, Katherine, Ed. Owens, Alson, Ed.
Proceedings of Southern Illinois Mathematics
Landership Conference-II (Carbondale, Illinois,
February 22, 1986).
Southern Illinois Univ., Carbondale. Dept. of Math-

ematics. Pub Date—22 Feb 86

Pub Date—22 Feb 86
Note—78p.; Conference co-sponsored by the Illinois Council of Teachers of Mathematics Renewal Institute for Practicing Educators, Educational Service Centers 16 and 17, and Egyptian Educational Service Centers 18. Pub Type—Collected Works - Proceedings (021)
Pub Type—Collected Works - Proceedings (021)
EDRS Price - MP01/PC04 Plus Pestage.
Descriptors—\*Educational Assessment, Educational Objectives, Elementary Secondary Education, "Mathematics Curriculum, "Mathematics Education, Mathematics Instruction, "Minimum Competency Testing, "State Boards of Education Identifiers—"Illinois
The purpose of this conference was to discuss the

Identifiers—"Illinois

The purpose of this conference was to discuss the implications on the teaching and learning of mathematics of the system of objectives and assessment instruments that must be generated in order to meet state directives in Illinois. General overall concerns included: (1) the classroom teacher and district administrators may view the testing as sufficient reason to stress only computational skills in the mathematics classroom; (2) meeting the proposed

model learning objectives will necessitate substantial resequencing of the mathematics currently being taught; and (3) teaching materials will need to be developed. The directive that each school district develop appropriate testing and assessment systems and assess the proficiency of all pupils enrolled in grades 3, 6, 8, and 10 also resulted in specific coerns for each testing level. Following two reports from Illinois State Board of Education personnel, position papers are presented on: (1) mathematics outcome statements K-3; (2) the effect of state-mandated testing on mathematics education in Illinois; (3) concerns of junior high school teachers of mathematics; (4) the impact of educational reform on high school mathematics; and (5) a report on grades 11 and 12. (MNS)

CLP 276 574

Chevas, Gilbert J. And Others

The Effects of a Language Process Approach
Program on the Mathematics Achievement of
First, Third, and Fifth Graders.

Pub Date—Apr 86

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

Pub Type—Reports.

ing of the American Educational Research Association (67th, San Francisco, CA, April 16-20,
1986).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF61/PC01 Plus Pestage.

Descriptors—Educational Research, Elementary
Education, "Elementary School Mathematics,
"Language Proficiency, Language Skills, "Mathematics Achievement, "Mathematics Instruction,
"Second Language Programs
Identifiers—"Mathematics Education Research
Researchers have suggested a language factor as
an obstacle in the mathematics learning process for
students who do not have a command of English. A
review of the literature is presented, focusing on the
nature of the interaction between language and
mathematics learning, Implications for the design of
instructional activities are presented, with particular
mote that a certain level of language proficiency
must be attained by students learning mathematics
in English as a second language, and that metacognitive strategies must be incorporated in the overall
instructional design. The 3-year study discussed in
this paper addressed the need to identify areas of
difficulty, develop a general process approach
model, train a group of teachers to use the model,
and evaluate the effects of the training on the basis
of student achievement in mathematics. Overall, the
results of the study indicated that it is possible to
integrate language and content teaching with favorable results in terms of mathematics achievement in
second language learners. (MNS)

Brinckerhoff, Richard F., Ed. Yager, Robert E.,

Ed.
Science and Technology Education for Tomorrow's
World. A Report of the Exeter II Conference on
Secondary School Science Education (Exeter,
New Hampshire, June 16-22, 1985).
National Science Teachers Association, Washing-

ton, D.C.

National Science Teachers Association, Washington, D.C.
Report No.—ISBN-0-87355-059-5
Pub Date—22 Jun 85
Note—349.
Available from—National Science Teachers Association, 1742 Connecticut Ave., NW, Washington, DC 20009 (\$2.50).
Pub Type—Collected Works - Proceedings (021)—Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Assessment, "Educational Improvement, Educational Philosophy, "Science and Society, Science Education, "Science Instruction, "Science Teachers, Secondary Education, "Science Education, "Science Education, "Science Education, Echnology Education, Echnology This conference was convened to identify the most important problems and opportunities facing science teaching in secondary schools and to sugests the most practical means of addressing them. The report highlights issues involving science and technology education which were addressed at the conference. Information is presented in three major sections which are entitled: (1) perspectives (providing an overview of the conference's objectives, participant composition, and conclusions); (2) topics of discussion (synthesizing ideas on classroom reform, science education's goals, science curriculum, instructional strategies, evaluation, role of science supervisors, preparation of science teachers,

and priorities for action); and (3) new direction (reflecting on the conference's mission and accomplishments). Also included are listings of the confe-ence's steering committee, consultants, as participants and a bibliographic listing of reference associated with the theme of science and technolog education. (ML)

ED 276 576 SE 047 551 sabestos in Schools. EPA Bibliographic Series invironmental Protection Agency, Washin DC. Library Information Management and

DC. Library Information Management and Services Div.

Report No.—BPA-86-001

Pub Date—Peb 86

Note—58p.
Available from—Headquarters Library, Information Management and Services Division, U.S. Environmental Protection Agency, 401 M Street, SW, PM-211A, Washington, DC 20460.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - APPAL (2008)

(131)

EDRS Price - MF01/PC03 Plus Postaga.

Descriptors—Accident Prevention, "Annotated Bibliographies, "Asbestos, "Construction Materials, Design Requirements, Educational Facilities, "Hazardous Materials, Reference Materials, Safety, "School Buildings, "School Safety This bibliography was compiled as a response to the requests for information on asbestos in schools. The citations are organized by format and include:

(1) Environmental Protection Agency (EPA) reports (annotated); (2) books; (3) articles, proceedings and other reports (annotated); and (4) federal regulations and statutes (annotated). The citations are followed by a list of contact points for more information. Most of the material cited in the bibliography is available in the EPA Headquarters Library in Washington, DC. (ML.)

ED 276 577

SE 047 552

ED 276 577

SE 047 552

Hofstein, Avi
How to Develop Positive Attitudes towards Science and Chemistry through a New Chemistry
Carricalum.

Pub Date—86
Note—199.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Affective Behavior, "Chemistry, Cognitive Development, Concept Formation, Poreign
Countries, Humanization, Inquiry, Laboratory
Experiments, Science Carcers, "Science Carricolum, Science Education, "Science Instruction, Secondary Echoen Education, Science Education, Science Education Research
In an effort to improve students' interests in science, "Student Attitudes
Identifiers—"Israel, "Science Education Research
In an effort to improve students' interests in science relative to two chemistry curricula. These curricula were Chemistry—A Challenge (CAC). The CFH program
was mainly designed for science-oriented students and is based on inquiry techniques, concept formation and laboratory investigation. The CAC was developed in an attempt to meet the needs of a population of students that are more heterogeneous, both in their cognitive ability and their scientific interest. Major findings of the study indicated that:
(1) CAC students' tendency to choose science as a future career was significantly higher than that of CFH students; (2) CAC students appreciated scientists in general and chemists in general and chemists in general and chemists in percental arm of the program of the students than to CFH students; (3) chemistry was considered significantly may as a school subject to be more interesting, more important, and less difficult than CFH students in interests of students can help in developing positive attitudes toward science. (TW)

ED 276 578

ED 276 578

ED 276 578

ED 276 578 SE 047 553

ED 276 578 SE 047 553
Lock, Rose And Others

Decimals and Percents, Math in Action, Teacher's
Guide & Resource and Duplicatable Blackline
WorkMasters.

Report No.—ISBN-0-88102-054-0
Pub Date—86
Note—83p.; For the student workbook, see SE 047

Available from-Janus Book Publishers, Inc., 2501 Industrial Parkway West, Hayward, CA 94545 (\$12.95). Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

EDRS Price - MP01 Plus Poetage, PC Not Available from EDRS.

Descriptors—Answer Keys, \*Decimal Fractions, \*Elementary School Mathematics, Elementary School Mathematics, Elementary School Mathematics, Elementary School Mathematics, Elementary School Mathematics Curriculum, \*Mathematics Low Achievement, Mathematics Curriculum, \*Mathematics Instruction, \*Percentage, \*Silow Learners, Teaching Guides, Worksheets

This is the teacher's guide to an easy-to-read, slower paced mathematics text designed for students who have learning, reading, and language problems. Basic concepts and skills about decimals and using proportions to solve percent problems, are presented. All 10 units begin with a brief discussion of how decimals or percents are used in real life. Lessons teach only one major concept on each page, and include comprehension exercises. Sixty-five duplicatable, blackline master worksheets are included in the teacher's guide. They are organized to correspond with the student's workbook. Teaching suggestions are briefly presented, as are notes for each page. An answer key for the student's workbook is included. Comments on teaching students with special needs are also presented. (MNS)

ED 276 579

SE 047 52 Lock, Rose Morabe-Murphy, Evelyn Declasals and Percents. Math in Action. Work-book. Report No.—ISBN-0-88102-053-2 Pub Date—86 SE 047 554

Note-84p.; For the teacher's guide, see SE 047

Available from—Janus Book Publishers, Inc., 2501 Industrial Parkway West, Hayward, CA 94545 (\$4.95).

Pub Type— Guides - Classroom - Learner (051) EDRS Price - MF01 Plus Postage, PC Not Avail-

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—"Decimal Fractions, "Elementary School Mathematics, Elementary Secondary Education, Instructional Materials, Low Achievement, Mathematics Curriculum, "Mathematics Instruction, Percentage, "Slow Learners, Textbooks, Workbooks This workbook is designed as an easy-to-read, slower-paced mathematics text for students who have learning, reading, and language problems. Helping students fulfill mathematics requirements for graduation is a goal; the book can be used as the core or supplement to the mathematics curriculum Helping students fulfill mathematics requirements for graduation is a goal; the book can be used as the core or supplement to the mathematics curriculum in mainstreamed or special education classrooms, in mathematics laboratories, or as part of sheltered workshop and vocational training programs. Basic concepts and skills about decimals and percents, including computation with decimals and using proportions to solve percent problems, are presented. All 10 units begin with a brief discussion of how decimals or percents are used in real life and list a few key words. Lessons teach only one major concept per page. A comprehension exercise ends each lesson, usually with answers given on the page so students can quickly check their mastery. Most lessons are reinforced with at least one worksheet, available in the teacher's guide. The units are titled: Decimals, Adding and Subtracting Decimals, Multiplying Decimals, Dividing Decimals, Proportions, Solving Percent Problems, and Renaming Decimals and Percents. A short glossary is included. (MNS)

ED 276 580 SE 047 555

Lefkowitz, William
Simple Fractions, Math in Action. Teacher's Guide
& Resource and Duplicatable Blackline WorkMasters.

Report No.—ISBN-0-88102-045-1
Pub Date—86
Note—67p.; For the student workbook, see SE 047 556

Available from—Janus Book Publishers, Inc., 2501 Industrial Parkway West, Hayward, CA 94545 (\$10.95)

Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Answer Keys, "Elementary School Mathematics, Elementary Secondary Education, Practions, "Instructional Materials, Low Achievement, Mathematics Curriculum, "Mathematics Instruction," "Slow Learners, Teaching Guides, Worksheets

This is a teacher's guide to an easy-to-read, slower-paced mathematics text designed for stu-

dents who have learning, reading, and language problems. What fractions are, how to find equivalent fractions, how to simplify fractions, and computation with fractions are included. Each lesson in the right units focuses on only one major concept, and includes comprehension exercises with an answer key. Fifty-four duplicatable, blackline master worksheets are included in the teacher's guide. A description at the bottom of each page states the concept being reinforced or reviewed, and the corresponding unit and page in the student's workbook. The first worksheet of a unit is designed as a prejust test; the last worksheet of a unit is a unit review. Some are designed for repeated use. Teaching suggestions are briefly presented, as are notes for each page. An answer key for the student's workbook is included. (MNS)

SE 047 556 ED 276 581 SE 047 Lock, Rose And Others Simple Fractions, Math in Action, Workbook, Report No.—ISBN-0-88102-044-3 Pub Date—86

-67p.; For the teacher's guide, see SE 047

555 Available from—Janus Book Publishers, Inc., 2501 Industrial Parkway West, Hayward, CA 94545 (\$4.65).

Pub Type— Guides - Classroom - Learner (051) EDRS Price - MF01 Plus Postage. PC Not Avail-

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Poetage. PC Not Available from EDRS.

Descriptors—"Elementary School Mathematics, Elementary Secondary Education, "Fractions, "Instructional Materials, Low Achievement, Mathematics Curriculum, "Mathematics Instruction, Secondary School Students, "Slow Learners, Textbooks, Workbooks
This workbook is designed as an easy-to-read, slower-paced mathematics text for students who have learning, reading, and language problems. Helping students fulfill mathematics requirements for graduation is a goal; the book can be used as the core or supplement to the mathematics curriculum in mainstreamed or special education classrooms, in mathematics laboratories, or as part of sheltered workshop and vocational training programs. The eight units begin with a brief discussion of how fractions are used in real life. Each lesson focuses on only one major concept, and includes comprehension exercises with an answer key. Most lessons are reinforced with at least one worksheet, available in the teacher's guide. The units are titled: Fractions All Around You, Naming Fractions, Different Names for the Same Amount, Renaming Fractions, Comparing Fractions, Multiplying Fractions, Adding and Subtracting Fractions, and Dividing Fractions. A brief glossary is included. (MNS)

ED 276 582 SE 047 55 Perez, Katherine D. Word Problems, Math in Action, Teacher's Guide

& Resource.
Report No.—ISBN-0-88102-031-1
Pub Date—85

Tote-278p.; For related documents, see SE 047 558-562. Available from—Janus Book Publishers, Inc., 2501 Industrial Parkway West, Hayward, CA 94545. Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Avail-

Pub Type—Guides' - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Avallable from EDRS.
Descriptors—Answer Keys, Calculators, \*Elementary School Mathematics, Elementary School Mathematics, Elementary School Mathematics, Elementary School Mathematics, Low Achievement, Mathematics Curriculum, \*Mathematics Instruction, Problem Sets, Problem Solving, \*Slow Learners, Teaching Guides, Workbooks This teacher's guide was designed to accompany five student workbooks: Math Language, Understanding Word Problems, Using a Calculator, Estimation, and Solving Word Problems. The series was specifically developed for low achieving students. The teaching gradually progresses in difficulty, but concepts are presented in small chunks that students can successfully handle. Questions within the text repeatedly involve the students' attention, and their learning is checked and reviewed within each lesson. Word problems that students would actually do. Following suggestions for how to present and use the workbooks, the guide contains over 200 blackline master worksheets. A description at the bottom of each page states the concept being developed, and the corresponding unit and page in the student's workbook. Separate introductions are provided for

each of the five workbooks, with teaching com-ments on each lesson. Answer keys are also in-cluded. (MNS)

ED 276 583

Echaore, Susan D. Roderman, Winifred Ho Math Language. Math in Action, Workbook Report No.—ISBN-0-88102-026-5 SE 047 558

Report No.—ISBN-0-0-1 Pub Date—35 Note—33p.; For related documents, see SE 047 Note—JJD; For Island 557-562. Available from—Janus Book Publishers, Inc., 2501 Industrial Parkway West, Hayward, CA 94545

Industrial Parkway West, Hayward, CA 94545 (\$1.95).
Pub Type— Guides - Classroom - Learner (051) EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.
Descriptors—"Elementary School Mathematics, Elementary Secondary Education, Instructional Materials, Language Skills, Low Achievement, Mathematical Vocabulary, Mathematics Curriculum, "Mathematics Instruction, Problem Solving, Secondary School Students, "Slow Learners, Textbooks, Workbooks Students, "Slow Learners, Textbooks, Workbooks was designed as an easy-to-read, slower-paced text for students who have learning, reading, and language problems. As one of five workbooks to aid low achievers in problem solving, it focuses on language akills needed to read mathematical problems. Students learn to recognize and use a basic vocabulary of mathematical words, symbols, and abbreviations. Questions within the text repeatedly involve the students' attention, and their learning is checked and reviewed within each lesson. Word problem situations reflect mathematical problems that students might actually meet. Workshests to accompany the workbook are available in the teacher's guide. The six units in the workbook are entitled: Words about Numbers, Words That Compare Numbers, Changing Numbers, Words about Money, Words That Measure, and Abbreviations and Symbols. A glossary is included. (MNS)

SE 047 559 ED 276 584

Friedland, Mary Roderman, Winifred Ho Understanding Word Problems. Math in Action. Workbook.

Report No.—ISBN-0-88102-027-3

Pub Date—85

Note—33p.; For related documents, see SE 047 587 567 587

Available from—Janus Book Publishers, Inc., 2501 Industrial Parkway West, Hayward, CA 94545 (\$1.95).

Pub Type— Guides - Classroom - Learner (051) EDRS Price - MF01 Plus Postage. PC Not Avail-

Pub Type— Guides - Clasaroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Computation, "Elementary School Mathematics, Elementary Secondary Education, Instructional Materials, Language Skills, Low Achievement, Mathematics Couling, Mathematics Curriculum, "Mathematics Instruction, Problem Solving, Secondary School Students, "Slow Learners, Textbooks, Workbooks This workbook was designed as an easy-to-read, slower-paced text for students who have learning, reading, and language problems. As one of five workbooks to aid low achievers in problem solving, it focuses on understanding what is known and unknown in mathematical problems and how to decide which operations to use to solve problems. Word usage and comprehension are stressed, and students learn to recognize the common parts of word problems and to understand their functions. Multistep as well as one-step problems are considered. Questions within the text repeatedly involve the students' attention, and their learning is checked and reviewed within each lesson. Word problem situations reflect mathematical problems that students might actually meet. Worksheets to accompany the workbook are available in the teacher's guide. The six units in the workbook are entitled: Math Stories, Is That a Fact, Which Operation?, Two or More Math Steps, Facts from Everywhere, and It's Your Turn. (MNS)

SE 047 560 Aronson, Gregg And Others
Using a Calculator. Math in Action, Workbook.
Report No.—ISBN-0-88102-028-1
Pub Date—85
Note—33p.; For related documents, see SE 047
557-562. ED 276 585

Available from—Janus Book Publishers, Inc., 2501 Industrial Parkway West, Hayward, CA 94545

- Guides - Classroom - Learner (051)

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

Descriptors—"Calculators, Computation, "Elementary School Mathematics, Elementary Secondary Education, Instructional Materials, Low Achievement, Mathematics Curriculum, "Mathematics Instruction, Problem Solving, Secondary School Students, "Slow Learners, Textbooks, Wortbooks,

matics Instruction, Problem Solving, Secondary School Students, \*Slow Learners, Textbooks, Workbooks
This workbook was designed as an easy-to-read, slower-paced text for students who have learning, reading, and language problems. As one of five workbooks to aid low achievers in problem solving, it focuses on how to use calculators to perform the computation required to solve mathematical problems. Using calculators as an aid to computation can free students to focus on the conceptual sspects of solving word problems. Questions within the text repeatedly involve the students' attention, and their learning is checked and reviewed within each leisann. Word problem situations reflect mathematical problems that students might actually meet. Worksheets to accompany the workbook are available in the teacher's guide. The six units in the workbook are entitled: Get to Know Your Calculator, How to Talk to Your Calculator, check Yourself!, Decimals, Fractions and the Memory Keys, and The Percent Key. A page on Calculator Reminders, with specific keystrokes listed for seven processes, is also included. (MNS)

ED 276 586 SE 047 561

SE 04/36
Bostick, Renee And Others
Estimation, Math in Action, Word Problems.
Workbook.

WATEROOE. Report No.—ISBN-0-88102-029-X Pub Date—85 Note—33p.; For related documents, see SE 047 Note—33p.; For related documents, see Sh V-1.
557-562.
Available from—Janus Book Publishers, Inc., 2501
Industrial Parkway West, Hayward, CA 94545

(S1.95).

Pub Type— Guides - Classroom - Learner (051)

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Computation, \*Blementary School Mathematics, Elementary Secondary Education, \*Batimation (Mathematics). Instructional Materials, Low Achievement, Mathematics Curriculum, \*Mathematics Instruction, Problem Solving, Secondary School Students, \*Slow Learners, Textbooks, Workbooks

This workbook was designed as an execution of the control of th

ondary School Students, \*Slow Learners, Textbooks, Workbooks
This workbook was designed as an easy-to-read,
alower-paced text for students who have learning,
reading, and language problems. As one of five
workbooks to aid low achievers in problem solving,
it focuses on using estimation to figure out what an
answer to a mathematical problem might be. How to
estimate using rounding and how to obtain a closer
estimate are stressed. Questions within the text repeatedly involve the students' attention, and their
learning is checked and reviewed within each lesson. Word problem situations reflect mathematical
problems that students might actually meet. Worksheets to accompany the workbook are available in
the teacher's guide. The five units in the workbook
are entitled What's Your Estimate? Easy Numbers, Getting Close Estimates, Easy Fractions, and
Easy Decimals, Easy Percents. A page on Estimation Reminders, with a list of things to remember
and some examples, is also included. (MNS)

ED 276 587

Echaore, Susan D. Roderman, Winifred Ho
Solving Word Problems, Math in Action. Workbook.

Report No.—ISBN-0-88102-030-3

Pub Date—85

Note—33p; For related documents, see SE 047
557-561.

Available from—Isans Both Date Date See SE 047 562

Available from-Janus Book Publishers, Inc., 2501 Industrial Parkway West, Hayward, CA 94545 (\$1.95).

(\$1.95)— Guides - Classroom - Learner (051)
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptora—\*Elementary School Mathematics, Elementary Secondary Education, Instructional Materials, Low Achievement, Mathematics Curriculum, \*Mathematics Instruction, Problem Solving, Secondary School Students, \*Slow Learners, Textbooks, Workbooks
This workbook was designed as an easy-to-read, slower-paced text for students who have learning, reading, and language problems. As one of five workbooks to aid low achievers in problem solving,

it focuses on strategies for solving one step and multistep word problems in mathematics. Students use akilis learned in the four previous workbooks in the series. A six step plan of action is stressed. Questions within the text repeatedly involve the students' attention, and their learning is checked and reviewed within each lesson. Word problem situations reflect mathematical problems that students might actually meet. Worksheets to accompany the workbook are available in the teacher's guide. The five units in the workbook are entitled: A Math Plan of Action, Putting Things Together, Finding Parts of Amounts, More Than One Step, and Some Special Kinds of Problems. A page on Math Plans of Action lists suggestions for solving one step and multistep problems. (MNS)

multistep problems. (MNS)

ED 276 588

SE 047 575
Osborne, Roger Freyberg, Peter
Learning in Science. The Implications of Children's Science.
Report No.—ISBN-0-86863-275-9
Pub Date—85
Note—203p.
Available from—Heinemann Educational Books, Inc., 70 Court Street, Portsmouth, NH 03801.
Pub Type—Guides—Classroom—Teacher (052)—Reports—Evaluative (142)
Document Not Available from EDRS.
Descriptors—"Cognitive Processes, "Elementary School Science, Elementary Secondary Education, Inservice Teacher Education, Instructional Improvement, Learning Processes, Learning Strategies, Misconceptions, Models, Preservice Teacher Education, Science Curiculum, Science Education, "Science Teacher Education, "Science Teacher Education, Science Teacher Education, Science, "Teacher Education of the Company of the Co

ers, "Secondary School Science, "Teacher Education
Designed primarily for practicing teachers and for
use in pre- and in-service courses in science education, this book focuses on how 10- to 15-year-old
children learn science. Findings are analyzed and
suggestions are offered for improving the teaching/learning process. Issues are discussed and organized into five major sections. These include: (1)
problems (examining children's views of the world
and how their ideas influence learning in science);
(2) specific solutions (flocusing on language problems and children's construction of knowledge and
also analyzing activity based lessons); (3) wider considerations (reviewing assumptions about teaching
and learning and the various roles of the science
teacher); (4) towards a teaching model (analyzing
various science teaching models and providing a
case study of one model); and (5) implications for
curriculum and teacher education (outlining research implications and offering suggestions for implementation). Appendices contain forms and
information including determining what children
think, constructing a survey of alternative views,
checklists for the science teacher, surveys and interview schedules, and some samples. (ML)

SE 047 576 ED 276 589 EM 2/0 305 SE 047 57.

Harlen, Wynne, Ed.

Primary Science More Effectively.

Report No.—ISBN-0-435-57350-0

Pub Date—85

Report No.—ISBN-0-435-57350-0
Pub Date—85
Note—121p.
Available from—Heinemann Educational Books,
Inc., 70 Court Street, Portsmouth, NH 03801.
Pub Type—Guides - General (050)
Decument Not Available from EDRS.
Descriptors—\*Cognitive Processes, Elementary
Education, "Elementary School Science, Experiential Learning, "Instructional Improvement,
Learning Processes, Misconceptions, Problem
Solving, Process Education, Questioning Techniques, Science Activities, Science Education,
"Science Instruction, "Skill Development,
"Teaching Methods
The teacher's role in directing science activities is examined in this book. Suggestions are offered on what teacher's might do with the activities and advice is given on how the activities could be used.
Each of the eight chapters contains a brief summary at the beginning, a detailed review at its close, and a list of specific guidelines for practice. These chapters offer guidance in the areas of: (1) inquiry learning; (2) observation at kills; (3) productive questioning techniques; (4) problem solving and planning skills; (5) children's preconceptions about the world; and (6) children's means of communication focusing on the use of children's notebooks, drawings, and modelings. A reference list identifies

21 resources. (ML)

ED 276 590 SE 047 577 aulman, Lesi Tenching Lan Scien ge and Study Skills in Secondary

Bulman, Lasley
Teaching Language and Study Skills in Secondary
Science.
Report No.—ISBN-0-435-57085-4
Pub Date—85
Note—234p.
Available from—Heinemann Educational Books,
Inc., 70 Court Street, Portsmouth, NH 00381.
Pub Type—Guides - General (050)
Document Not Available from EDRS.
Descriptors—Instructional Improvement, \*Language Skills, \*Learning Strategies, Reading Skills, S.-ience Education, Science Instruction, \*Secondary School Science, Secondary School Teachers, Secondary Education, \*Secondary School Science, Secondary School Teachers, \*Skill Development, \*Study Skills, Teaching Guides, Test Wiseness, Writing Skills, advice and guidance for developing students' language and study skills are intended for practicing secondary science teachers to use in helping their students to become autonomous learners. Most of the 10 chapters in this book consist of an introduction, a listing and discussion of problem area, and suggested strategies for coping with the problems. The section on problems is primarily theoretical and draws on research and surveys as well as personal experience. The major topics addressed include: (1) the aims of science education and the teachin, of study skills; (2) reading skills and materials; (6) talking and listening by pupils; (7) information skills; (8) examination techniques; and (9) the teaching of language and study skills in science. Several of the chapters also contain reference lists and an appendix which provides the teacher with practical directions, forms and policy statements. (ML)

ED 276 591 SE 047 578 Bogner, Donne J.
Teacher's Guide to SERAPHIM Software I.
Chemistry: Experimental Foundations.
Eastern Michigan Univ., Ypsilanti. Dept. of Chem-

istry. Spons Agency—National Science Foundation, Washington, D.C. Directorate for Science Educa-

Washington, D.C. Directorste for Science Education.

Pub Date—Jul 36

Note—\$0p.; Designed to accompany the textbook

"Chemistry: Experimental Foundations," by Robert W. Parry et al., Prentice-Hall, Inc., 1982,
Third Edition. For other other documents in this
series, see SE 047 579-583.

Available from—Project SERAPHIM, NSF Science Education, Department of Chemistry, Eastern Michigan University, Ypellanti, MI 48197
(35.00 plus postage and handling).

Pub Type—Guides - Classroom "Teacher (052)

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

Descriptors—"Chemistry, "Computer Assisted Instruction, "Computer Software Reviews, "Courseware, Science Education, "Science Instruction,
Science Materials, Secondary Education, "Secondary School Science, Textbooks
Identifiers—National Science Foundation, "Project
SERAPHIM

Designed to assist chemistry teachers in selecting

Identifiers—National Science Foundation, "Project SERAPHIM

Designed to assist chemistry teachers in selecting appropriate software programs, this publication is the first in a series of aix teacher's guides from Project SERAPHIM, a program sponsored by the National Science Foundation. This guide is keyed to the chapters of the text "Chemistry: Experimental Foundations." Program suggestions are arranged in the same order as the chapters of the textbook and are classified by topic and by type of classroom use. Information on each program includes: (1) name; (2) disk number; (3) topics; (4) grade levels; and (5) a description. Guidance is also offered regarding methods by which each program can be used most effectively. Summary lists of recommended programs for Apple, IBM, and Commodore systems, as well as for other microcomputers, are provided. Specified in these lists are the SERAPHIM disk number; the hardware availability, the program's name(s), and the recommended chapters for use. (ML)

ED 276 592 SE 047 579 Bogner, Donna J.

Teacher's Guide to SERAPHIM Software II.

Chemical Principles.

Eastern Michigan Univ., Ypsilanti. Dept. of ChemSpons Agency-National Science Foundation, Washington, D.C. Directorate for Science Educa-

Pub Date—Jul 80
Note—72p; Designed to accompany the textbook
"Chemical Principles," by William L. Masterton
et al., Saunders College Publishing, 1985, Sixth
Edition. For other documents in this series, see
SE 047 578-583.

MINIOR. FOR OTHER GOCUMENTS IN this series, see SE 047 578-583.

Available from—Project SERAPHIM, NSF Science Education, Department of Chemistry, Eastern Michigan University, Ypsilanti, MI 48197 (35.00 plus postage and handling).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

Descriptors—"Chemistry, "Computer Assisted Instruction, "Computer Software Reviews, "Courseware, Science Education, "Science Instruction, Science Materials, Secondary Education, "Secondary School Science, Textbooks Identifiers—National Science Foundation, "Project SERAPHIM

Designed to sassist chemistry trachers in selection.

Identifiers—National Science Foundation, \*Project SERAPHIM

Designed to assist chemistry teachers in selecting appropriate software programs, this publication is the second in a series of six teacher's guides from Project SERAPHIM, a program sponsored by the National Science Foundation. This guide is keyed to the chapters of the text "Chemical Principles." Program suggestions are arranged in the same order as the chapters of the textbook and are classified by topic and by type of classroom use. Information on each program includes: (1) name; (2) disk number; (3) topics; (4) grade levels; and (5) a description. Guidance is also offered regarding methods by which each program can be used most effectively. Summary lists of recommended programs for Apple, IBM, and Commodore systems, as well as for other microcomputers, are provided. Specified in these lists are the SERAPHIM disk number, the hardware availability, the program's name(s), and the recommended chapters for use. (ML)

ED 276 593 SE 047 580

Rogner, Donna J.
Tescher's Guide to SERAPHIM Software III.
Modern Chemistry.
Eastern Michigan Univ., Ypeilanti. Dept. of Chemistry.

Spons Agency—National Science Foundation, Washington, D.C. Directorate for Science Educa-

Washington, D.C. Directorate for Science Educa-tion.

Pub Date—Jul 86

Note—73p.; Designed to accompany the textbook

"Modern Chemistry," by H. Clark Metcaife et al.,
Holt, Rinehart and Winston, 1986. For other doc-uments in this series, see SE 047 578-583.

Available from—Project SERAPHIM, NSF Sci-ence Education, Department of Chemistry, East-ern Michigan University, Ypailanti, MI 48197
(35.00 plus postage and handling).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MPOI Plus Postage. PC Not Avail-able from EDRS.

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

Descriptors—"Chemistry, "Computer Assisted Instruction, "Computer Software Reviews, "Courseware, Science Education, "Science Instruction, Science Materials, Secondary Education, "Secondary School Science, Textbooks Identifiers—National Science Foundation, "Project SERAPHIM

Designation of the Society Research in selection."

SERAPHIM
Designed to assist chemistry teachers in selecting appropriate software programs, this publication is the third in a series of six teacher's guides from Project SERAPHIM, a program sponsored by the National Science Foundation. This guide is keyed to the chapters of the text "Modern Chemistry." Program suggestions are arranged in the same order as the chapters of the text book and are classified by topic and by type of classroom use. Information on each program includes: (1) name; (2) disk number; (3) topics; (4) grade levels; and (5) a description. Guidance is also offered regarding methods by which each program can be used most effectively. Summary lists of recommended programs for Apple, IBM, and Commodore systems, as well as for other microcomputers, are provided. Specified in these lists are the SERAPHIM disk number, the hardware availability, the program's name(s), and hardware availability, the program's name(s), and the recommended chapters for use. (ML)

ED 276 594

Bogner, Donna J.

Toncher's Guide to SERAPHIM Software IV

Chemistry: A Modern Course.

Eastern Michigan Univ., Ypeilanti. Dept. of Chem-

istry.

ipons Agency—National Science Foundation,
Washington, D.C. Directorate for Science Educa-

tion.

Pub Date—Jul 86

Note—73p.; Designed to accompany the textbook

"Chemistry: A Modern Course," by Robert C.

Smoot et al., Merrill Publishing Co., 1987. For
other other documents in this series, see SE 047

Available from—Project SERAPHIM, NSF Science Education, Department of Chemistry, Eastern Michigan University, Ypsilanti, MI 48197 (35.00 plus postage and handling).

Pub Type—Guides - Clasarcom - Teacher (052) EDRS Price - MP01 Plus Postage, PC Net Available from EDRS.

Descriptors—°Chemistry, \*Computer Assisted Instruction, \*Computer Software Reviews, \*Courseware, Science Education, \*Science Instruction, Science Materials, Secondary Education, \*Secondary School Science, Textbooks Identifiers—National Science Foundation, \*Project SERAPHIM
Designed to assist chemistry teachers in selection.

Identifiers—National Science Foundation, "Project SERAPHIM

Designed to assist chemistry teachers in selecting appropriate software programs, this publication is the fourth in a series of six teacher's guides from Project SERAPHIM, a program sponsored by the National Science Foundation. This guide is keyed to the chapters of the text "Chemistry: A Modern Course." Program suggestions are arranged in the same order as the chapters of the textbook and are classified by topic and by type of classroom use. Information on each program includes: (1) name; (2) disk number; (3) topics; (4) grade levels; and (5) a description. Guidance is also offered regarding methods by which each program can be used most effectively. Summary lists of recommended programs for Apple, IBM, and Commodore systems, as well as for other microcomputers, are provided. Specified in these lists are the SERAPHIM disk number, the hardware availability, the program's name(s), and the recommended chapters for use. (ML)

SE 047 582 ED 276 595

Separe, Donna J.

Tescher's Guide to SERAPHIM Software V.
Chemistry: The Central Science.

Bastern Michigan Univ., Ypsilanti. Dept. of Chemistry.

Spons Agency—National Science Foundation,
Washington, D.C. Directorate for Science Educa-

tion.

Pub Date—Jul 86

Note—72p.; Designed to accompany the textbook
"Chemistry: The Central Science," by Theodore
L. Brown and H. Bugene LeMay, Jr., Prentice-Hall, Inc., 1985, Third Edition. For other
other documents in this series, see SE 047 other docum 578-583.

578-583.

Available from—Project SERAPHIM, NSF Science Education, Department of Chemistry, Eastern Michigan University, Ypailanti, MI 48197 (35.00 plus postage and handling).

Pub Type—Guides - Clasaroom - Teacher (052) EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

Descriptors—"Chemistry, "Computer Assisted Instruction, "Computer Software Reviews, "Courseware, Science Education, "Science Instruction, Science Materials, Secondary Education, "Secondary School Science, Textbooks Identifiers—National Science Foundation, "Project SERAPHIM

lentifiers—Nat SERAPHIM

stemmers—National Science Foundation, "Project SERAPHIM Designed to assist chemistry teachers in selecting appropriate software programs, this publication is the fifth in a series of six teacher's guides from Project SERAPHIM, a program sponsored by the National Science Foundation. This guide is keyed to the chapters of the text "Chemistry: The Central Science." Program suggestions are arranged in the same order as the chapters of the textbook and are classified by topic and by type of classroom use. Information on each program includes: (1) name; (2) disk number; (3) topics; (4) grade levels; and (5) a description. Guidance is also offered regarding methods by which each program can be used most effectively. Summary lists of recommended programs for Apple, IBM, and Commodore systems, as well as for other microcomputers, are provided. Specified in these lists are the SERAPHIM disk number, the hardware availability, the programs's name(s), and the recommended chapters for use. (ML)

ED 276 596

SE 047 583

SE 047 583
logner, Donna J.
leacher's Guide to SERAPHIM Software VI.
Chemistry: The Study of Matter.
lastern Michigan Univ., Ypsilanti. Dept. of Chemistry.

cons Agency—National Science Poundation Washington, D.C. Directorate for Science Educa

washington, p. C. street of the company of the o

EDRS Price - MP01 Plus Postage, PC Not Avail-able from EDRS.

Descriptors—\*Chemistry, \*Computer Assisted In-struction, \*Computer Software Reviews, \*Cour-seware, Science Education, \*Science Instruction, Science Materials, Secondary Education, \*Sec-ondary School Science, Textbooks Identifiers—National Science Foundation, \*Project

lentifiers—Nat SERAPHIM

identiners—National Science Foundation, "Project SERAPHIM Designed to assist chemistry teachers in selecting appropriate software programs, this publication is the sixth in a series of six teacher's guides from Project SERAPHIM, a program sponsored by the National Science Foundation. This guide is keyed to the chapters of the text "Chemistry: The Study of Matter." Program suggestions are arranged in the same order as the chapters of the textbook and are classified by topic and by type of classroom use. Information on each program includes: (1) name; (2) disk number; (3) topics; (4) grade levels; and (5) a description. Guidance is also offered regarding methods by which each program can be used most effectively. Summary lists of recommended programs for Apple, IBM, and Commodore systems, as well as for other microcomputers, are provided. Specified in these lists are the SERAPHIM disk number, the hardware availability, the program's name(s), and the recommended chapters for use. (ML) (ML)

ED 276 597 SE 047 584 Spence, Lundie Cox, Vivian Barbee Coastal Capers: A Marine Education Primer, North Carolina State Univ., Raleigh. Sea Grant

Coll

Coll.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Report No.—UNC-SG-84-05
Pub Date—Now 84
Grant—NA83AA-D-00012
Note—80p.

Available from—University of North Carolina Sea Grant, Box 8605, North Carolina State University, Raleigh, NC 27695 (33.50; five or more copies, \$2.80).

Pub Type—Guides - Classroom - Teacher (052)

Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MP01 Plus Postage. PC Not Avail-

Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MP01 Plus Postage. PC Not Avaliable from EDRS.
Descriptors—Animals, Elementary Education, "Elementary School Science, "Environmental Education, Instructional Materials, Interdisciplinary Approach, Language Arts, "Learning Activities, Adarine Education, Mathematics Education, "Science Activities, Science Education, "Science Instruction, Skill Development, Social Studies As a part of the University of North Carolina Sea Grant Marine Education Manual series, this document is intended to provide elementary grade teachers with activities (or capers) that introduce students to the marine environment. It may also be used with remedial or special education students, and by youth group leaders in such organizations as 4-H or Scouts. The 20 activities were developed to motivate students to learn basic skills in science, math, language arts, social studies, and art. An index indicates the discipline addressed in each chapter. Each activity consists of sections on: (1) the purpose of the activity; (2) key vocabulary used in the activity; (3) materials and equipment needed; (4) teacher background and/or preparation; and (5) procedures for implementing the activity. Some activities also contain spin-off ideas and additional reading opportunities dealing with the subject mat-

ter. An animal glossary is included. Appendices contain lists of other marine education materials, and reproducible patterns and gameboards intended for use in some of the activities. (TW)

for use in some of the activities. (I'w)

ED 276 598

The Elementary Science Safety Manual. Revised.

New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.

Pub Date—86

Note—639.

Available from—New Jersey State Department of Education, Distribution Services, 225 W. State St., CN 500, Trenton, NJ 08625. (S3.75).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MP91/POLS Plus Pestage.

Descriptors—"Accident Prevention, Botany, Elementary Education, Selementary School Science, Field Trips, Fire Protection, First Aid, "Hazardous Materials, "Laboratory Safety, "Safety Education, School Safety, Science Education, "Science Instruction, State Standards, Teaching Guides

Identifiers—"New Jersey
Based on the principle that safety education

canon, Senool Sarety, Science Buckins, 
Science Instruction, State Standards, Teaching 
Guides 
Identifiers—"New Jersey 
Based on the principle that safety education 
should be a vital component in science instruction, 
this manual was designed to assist elementary 
teachers in doing more experiments and activities 
more confidently by making them aware of dangers 
and precautions. It also aims to make students 
aware that safety is a lifetime process and responsibility. Contents include: (1) safety checkist for 
teachers; (2) sample safety procedures (citing first 
aid and steps); (3) fire prevention and control (reviewing classes of fires and extinguishers and highlighting firefighting techniques); (4) eye and face 
protection (explaining how to establish an eye protection program); (5) general personal safety (focusing dangerous combinations of common chemicals); (7) heating activities (stating procautionary 
measures); (8) safety with plants (identifying poisonous plants and symptoms associated with poisonous plants and symptoms canonicated with poisonous plants and symptoms associated with poimeasures; (8) safety with plants (identifying

ED 276 599 SE 047 586

Form. (ML)

ED 276 599

SE 047 586

Marganoff, Brace, Comp.

Elementary Science Carriculum Guide, Revised.

New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.

Pub Date—85

Note—38p; Contains some marginally legible print. Best copy available.

Available from—New Jersey State Department of Education, Distribution Services, 225 W. State St., CN 500, Trenton, NJ 08625.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MPDI/PC02 Plus Postage.

Descriptors—Academic Standards, Elementary Education, "Elementary School Science, "General Science, Instructional Improvement, Minimum Competencies, Process Education, "Science Curriculum, Science Education, "Science Instruction, Skill Development, State Curriculum Guides Identifiers—"New Jersey State Curriculum Guides Identifiers—"New Jersey State Curriculum Guides Designed to assist local school districts in New Jersey with resources which might improve elementary science programs, this guide presents science proficiencies for grades K through 6. These proficiencies re illustrated by skills and standards that reflect the broad array of science topics and can be used as benchmarks for the development of quality science programs. The guide is designed to assist teachers, administrators, and science educators in developing, improving, and maintaining their elementary science programs. It contains a scope and sequence chart outlining proficiencies and learning objectives and emphasizes the important concepts in each of the discipline areas of science instruction. Attention is also given to the processes of science. Contents include: (1) perspectives on the need for science instruction (explaining the elements of the nature of science and providing learning objectives and skill development); (2) directives on use of the guide; (3) components of science instruction (explaining the elements of the nature of science and providing learning objectives and skill development); (2) directives on use of the paide; (3) components of science instruction (

feedback form. (ML)

ED 276 600 SE 047 587 Stoner, Durleon K., Ed. Integrating Environmental Education Into Pre-Service Teacher Preparation. School of Education. State Univ., San Bernardino. School of Education.

ate—Aug 86

-95p.; Charts on pages 55-62 contain small

Bucanon.
Pub Date—Aug 86
Note—95p.; Charts on pages 55-62 contain small print.
Pub Type—Reports - Descriptive (141) — Guides - Casaroom - Teacher (952)
EDES Price - MF61/PC64 Piss Pestage.
Descriptors—Childrens Literature, "Elementary School Teachers, Elementary Secondary Education, "Environmental Education, Interdisciplinary Approach, "Outdoor Education, Preservice Teacher Education, "Secondary School Teachers, Social Studies, Teacher Attitudes, "Teacher Education Curriculum, Teaching Methods Identifiers—Californis State University San Bernardino, "Environmental Education Programs The focus of this monograph is to review several ways to incorporate environmental education into pre-service education without greatly modifying the content and structure of teacher preparation courses. Sections concern: (1) environmental education into pre-service education without greatly modifying the content and structure of teacher preparation courses. Sections concern: (2) environmental education into pre-service education concern: (2) service preparation courses. Sections concern: (2) environmental education into pre-service education concern: (2) strategies for teaching environmental education (identifying sources and models of teaching methods; (3) using children's literature to promote environmental perspective); (4) wildlife education and social studies (presenting a list of 13 social study objectives and indicating their correlation to 50 activities which are primarily from Project WILD); (5) evaluation of knowledge and stitudes toward environmental education (consisting of the 40-item instrument and the test results of the participating pre-service teachers (N = 30); (6) outdoor school (describing the components and programs of the outdoor school of California State University, San Bernardino and including charts for interactive coccepts for levels 1 through 6 and for four categories of energy and environmental objectives and activities of grades K through 6 and for four categories of energy and environmental objectives

ED 276 601 SE 047 58:
Barthel, Sue V., Ed. Early, Julie A., Ed.
The International Plow of Scientific and Technical
Talest: Date, Policies and Issues. Proceedings of
the 1985 Joint Meeting of the Scientific Manpower Commission and the Engineering Manpower Commission (Washington, D.C., May 7,
1985). SE 047 588 tific Manpower Commission, Washington,

D.C.

D.C.
Spons Agency—National Academy of Sciences,
Washington, D.C.
Pub Date—[85]
Note—66p; Some charts and tables contain small
print.
Available from—Commission on Professionals in
Science and Technology, 1500 Massachusetts
Ave., N.W., #831, Washington, DC 20005.
(315.00).
Pub Type—Collected Works - Proceedings (021)

Ave., N.W., #831, Washington, DC 20005. (\$15.00). Pub Type.—Collected Works - Proceedings (021) EDRS Price - MF01 Plus Postage. PC Net Avallable from EDRS.

Descriptors—"Engineering Education, \*Engineers, "Foreign Students, "Foreign Workers, Graduste Study, Higher Education, Industry, \*International Relations, Science Education, Scientific Personnel, "Scientific Manpower Commission Issues related to the international flow of scientific and technical talent are discussed in these proceedings. The symposium was organized into three panels covering the topics of data, policies, and issues as they relate to the utilization of foreign talent. The panel on data provided information on the number of foreign students in United States colleges and universities, the costs of educating foreign students, and utilization patterns of foreign scientists, and engineers. The second panel examined policies, laws, and problems associated with the international flow of talent. The panel on issues presented different viewpoints on faculty shortages, graduate education, the impact of foreign engineers on industry and universities, and the export of U.S. technology

from the standpoint of national security. Also in-cluded are perspectives from the National Science Foundation, the meeting agends, a conference sum-mary. Appendices contain a list of symposium at-tendees and a bibliography of additional information sources. (ML)

ED 276 602 SE 047 589 Vetter, Betty M.
The Technological Marketplace. Supply and Demand for Scientists and Engineers. Third Edi-

mand for Scientific tion. cientific Manpower Commission, Washington,

Scientific Manpower Commission, Washingtc.a, D.C. Spons Agency—American Association for the Advancement of Science, Washington, D.C. Pub Date—May 85 Note—60p; Tables, notes and references contain small print.

Available from—Commission on Professionals in Science and Technology, 1500 Massachusetts Ave. N.W., #831, Washington, DC 20005. (325.00).

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01 Plus Postaga. PC Not Available from EDRS.
Descriptors—Employment Patterns, \*Employment Projections, \*Employment Statistics, Engineering Education, \*Ringineers, Graduates, Labor Needs, Labor Supply, Science Careers, Science Education, Scientific Personnel, \*Scientists, Technological Advancement, \*Trend Analysis Identifiers—"Scientific Manpower Commission Studies of past, present and projected supplies of scientists and engineering are reviewed in this report. It is the intent of the study to explain the differences of opision about the future supply and utilization of scientists and engineers and also to provide an assessment. Contents discuss: (1) how projections are made and used (introductory comments); (2) a decade of supply and demand (examining unemployment in the field); (3) supply (presenting data on new graduates in each science related field and also on immigrants and transfers); (4) the present supply (assessing current findings); (5) demand (flocusing on demands for new graduates, experienced acientists and engineers, academic faculty and demand on engineers, academic faculty and demand conclusions. Also included are listings of 45 notes and references, data sources for the 3t tables found in the report, a bibliography, and citings of other publications of the Scientific Manpower Commission. (ML)

ED 276 603

Oriz, Arthur B., Ed.

The Tides of Physiology: Departmental Histories.
Supplement to "The Physiologist," Volume 29,
Number 5, October 1986.
American Physiological Society, Betheada, Md.
Pub Dato—Oct 86

Note—81p.
Journal Cit—The Physiologist; v29 n5 suppl Oct
1986
Pub Type— Historical Management

Journal Cit—The Physiologist; v29 n5 suppl Oct 1986
Pub Type—Historical Materials (060) — Collected Works - Serials (022)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—"Departments, Graduste Medical Education, Higher Education, History, 'Medical Schools, 'Medicine, 'Physiology, 'Universities A comprehensive history of physiology in America can be obtained from the records of physiology departments. This supplement to 'The Physiologist' contains departmental histories of nine institutions. Featured are the physiology departments st: (1) State University of New York at Buffalo: 1846-1986; (2) University of California at Berkeley; (3) University of British Columbia; (4) University of Plorida: 1936-1981; (3) University of States Army Research Institute of Environmental Medicine: First Quarter Century; and (9) Medical College of Wisconsin: 1921-1985. Previously published histories and archival materials are also listed and identified by author, institution, period covered, and issue published in "The Physiologist." (ML)

ED 276 604

SE 047 59

Abstracts of the Finalists of the International
Science and Engineering Fair (37th, Pt. Worth, SE 047 591

Texas, May 11-17, 1986).
Science Service, Inc., Washington, D.C.
Pub Date—86
Note—329p; Document contains small print.
Available from—Science Service, Inc., 1719 N
Street, N.W., Washington, DC 20036 (\$6.00).
Pub Type—Reference Materials (130)
EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

EDRS Prices - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Abstracts, Academic Achievement, "Awards, Engineering Education, Extracurricular Activities, International Educational Exchange, "international Programs, Science Education, "Science Fairs, "Science Floyects, Secondary Education, Student Projects

Identifiers—Vinternational Science And Engineering Fair

A science and engineering fair is a competition based on the quality of projects done by students, the results of which are reported through exhibits and oral presentations at the fair. Fairs operate on a step basis. Students who win in small, local fairs, move to a city fair, then to a regional fair, and may be chosen to represent that fair in the International Science and Engineering Fair (ISEP). The finalists whose project abstracts are reported in this book won the honor of presenting their projects at the 37th ISEF in Fort Worth, Texas, in May 1986 as the result of being chosen the best in 352 affiliated fairs. Abstracts are organized by project categories. These 13 groups are described and include: behavioral and social sciences; biochemistry; botany, chemistry; computer science; earth and space sciences; engineering; environmental sciences; mathematics, medicine and health; microbiology; physics; and zoology. An index is also included of all the finalists. (ML)

ED 276 605 SE 047 592 Gifford, Vernon D. Williams, Thomas C.
Effects of a Teacher-Structured Review on
Non-Science Majors in Required Laboratory
Pub Date—35
None. 3-6
N

Science Casses.
Pub Date—35
Note—85; Paper presented at the Annual Meeting of Mid-South Educational Research Association (14th, Biloxi, MS, November 1985).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Prices - MF91/PO31 Plus Pustage.
Descriptors—\*\*College Science, Higher Education, \*Nomasjors, Science Education, \*Science Instruction, \*Teacher Influence, \*Teaching Methods, Teating, \*Test Wiseness
Identifiers—\*Science Education Research
This study was designed to determine if non-science majors who have a 1-hour teacher-structured review before each major test acore higher than students who review by self-preparation. Four laboratory science classes in a junior college in Mississippi were randomly selected, with two classes assigned as the control group and two classes assigned as the control group and two classes assigned as the control group and two classes saying the surface unmatched ACT scores were excluded. Data were collected from five teacher-made tests which were given to both groups each semester and comparisons were made for three ACT groupings. These included: (1) all students; (2) students with a ACT of 15 or show; and (3) students sooring below 15 on the ACT. Results indicated that a teacher-structured review did not improve the test scores for the total group nor for students with high ACT scores. (ML)

ED 276 606

SE 047 602

Abruscato. Joe Hamurd, Jack
The Whole Cesmos. Catalog of Science Activities.
Report No.—ISBN-0-673-16459-4
Pub Date—77
Note—149p.; Drawings may not reproduce well.
Available from—Good Year Books, Scott, Foresman and Company, 1900 East Lake Avenue, Gienview, IL 60025 (S12.95).
Pub Type—Guides—Classroom—Learner (051)—Guides—Classroom—Teacher (052)
Pub Type—Guides—Classroom—Learner (051)—Borg-Price—MF01 Plus Postags. PC Not Available from EDRS.
Descriptors—Biographies, Biological Sciences, Earth Science, "Educational Games, "Elementary School Science, "Environmental Education, Experiential Learning, "Learning Activities, Outdoor Education, Parent Student Relationship, Physical Sciences, "Science Activities, Science Education, "Science Instruction, Scientists, Space

Sciences
Identifiers—\*Informal Education
Based on the notion that science begins and ends with the natural curiosity that young people have about themselves and the world, this book provides teachers and parents with many options for science exploration. Concepts are developed through science activities, creative arts activities, puzzles and games, and short biographics of individuals who have had an impact on science. This information is organized into four major sections. Part I, The Life Sciences, provides ideas and activities ranging from the microscopic world to human anatomy and ecological factors. Part II, The Barth Sciences, includes lessons on rocks and minerals, aquatic ecosystems, hydrology, and the weather. Part III, The Physical Sciences, consists of experiments and information about molecules, energy, magnetism, electricity, and gravity. Part IV, The Aerospace Sciences, presents activities dealing with flight and astronomy. A final section of the book explores science fiction, ESP, and provides gamebords and reproducible illustrations to be used in some of the games and activities. (TW)

ED 276 607 SE 047 603

zai 210 007 SE 047 603 Universities and Environmental Education. The Development of Higher Education. United Nations Educational, Scientific, and Cul-tural Organization, Paris (Prance). Report No.—ISBN-92-3-102364-0 Pa

Report No.—I Pub Date—86 Note—127p.

Note—127p.
Available from—UNIPUB, 203 East 42nd Street,
New York, NY 10017.

Note—12/P.

Note—12/P.

Available from—UNIPUB, 203 East 42nd Street, New York, NY 10017.

Pub Type—Collected Works - Proceedings (021)

Decument Not Available from EDRS.

Descriptors—College Curriculum, College Faculty,

"College Instruction, Concept Formation, Curriculum Development, "Environmental Education, Experiential Learning, Higher Education, Institutional Characteristics, Interdisciplinary Approach, "Intermational Organizations, "Lifelong Learning, Staff Development, "Universities Identifilers—UNESCO

This publication was prepared as part of the UNESCO-International Association of Universities (IAU) Joint Research Program in Higher Education, and serves as the proceedings of the seminar, The Role of the University in Environmental Education, which was held in Budapest, Hungary, on October 17-21, 1983. The document is prefaced with a background paper presented to the conference participants by Donald J. Keunen. Included are papers which address: (1) the university and the concept of environmental education (R. Schwans); (2) the content of university teaching on environmental problems (two papers by R. Hundt and L. Emmelin, respectively); (3) the integration of teaching about environmental problems (two papers by R. Hundt and L. Emmelin, respectively); (3) the integration of teaching about environmental problems (R. P. Moss); (4) teaching methods and staffing for environmental education (R. K. Ivanova). Appendices include the conference agenda, a list of conference participants, and a set of six short papers describing environmental protection education in Hungary. (TW)

SE 047 604

ED 276 608 SE 047 (
Markx, John
Science and the Making of the Modern World.
Report No.—ISBN-0-435-54781-X
Pub Date—86

Science and the Making of the Montern worsh. Report No.—ISBN-0-435-54781-X
Pub Date—86
Note—819p.
Available from—Heinemann Educational Books,
70 Court Street, Portamouth, NH 03801.
Pub Type—Opinion Papers (120) — Books (010)
Document Not Available from EDRS.
Descriptors—Case Studies, Foreign Countries, Futures (of Society), Global Approach, "History Textbooks, "Modernization, "Science and Society, Science Education, "Science History, "Scientific Enterprise, Social Change, "Technological Advancement, World Problems
An account of the development of science and the growth of the scientific community is presented in this book. It aims to provide the reader with some of the background knowledge needed to make informed and intelligent contributions to contemporary debates on the interaction between science, technology, and society. Highlighted are the historical development of scientific knowledge in diverse political and social systems, the methodology involved in establishing the knowledge, and the operations of the scientific community. Featured sections

include: (1) the importance of science in the making of the modern world; (2) origins of modern science; (3) the 17th-century scientific revolution; (4) development of the scientific revolution in the 18th and 19th centuries; (5) science and technology in traditional Chins; (6) growth of science, political systems, and technology in the 20th century; (7) philosophy of science, political systems, and technology in the 20th century; (8) case studies of specific issues (third world science, nuclear power, semiconductor physics, biological knowledge and population explosion); and (9) concluding remarks on science and the making of the modern world. Additional sources and references on the history of science are identified in a guide to further reading. (ML)

ED 276 609

SE 047 605

Aicken, Frede The Nature of he Nature of Science. A Personal View of Science and How It Has Shaped the Way We Think and Behave.

Report No.—ISBN-0-435-54020-3 Pub Date—84

Pub Date—84
Note—143p.
Available from—Heinemann Educational Books,
70 Court Street, Fortsmouth, NH 03801.
Pub Type—Opinion Papers (120) — Reference
Materials (130) — Books (010)
Document Net Available from EDRS.
Descriptors—Interdisciplinary Approach, Models,
Philosophy, "Science and Society, Science Education, "Science History, "Scientific Attitudes,
Scientific Enterprise, Scientific Literacy, "Scientific Principles, Social Change, Technological Advancement

tific Principles, Social Change, avanoment
Designed to provide a broader and more encompassing approach to science studies, this book contains perspectives on science and its impact on culture. It consists of a series of discrete essays which focus on the interaction of science with religion, philosophy, and lifestyle. Each essay begins with a series of quotations and questions which are intended to direct thought and discussion. Specific essay topics include. (I) what is truth? (2) facts; (3) fancies; (4) experiments; (5) predictions; (6) models; (7) effects; (8) doubts; and (9) integration. An epilogue and suggestions for further reading for each of the addressed essay topics are also included. (ML)

ED 276 610

SE 047 606

ED 276 610 SB 047 600
Small, Barbara
Girl-Friendly Science: Avoiding Sex Bias in the
Curriculum. Developing the Curriculum for a
Changing World. Schools Council Programme 3,
Report No.—ISBN-0-582-17294-2
Pub Date—84
Note—83p.
Available from—Longman Resources Unit, 62 Hall

Report No.—13BN-0-582-17294-2
Pub Date—84
Note—839.
Available from—Longman Resources Unit, 62 Hall-field Road, Layerthorpe, York, Yorkahire YO3
7XQ, United Kingdom
Pub Type—Guides - General (050) — Reports—
Descriptive (141)
Document Not Available from EDRS.
Descriptors—Elementary School Science, Elementary Secondary Education, "Fermales, Foreiga
Countries, Science and Society, "Science Careers,
Science Education, "Science Instruction, "Sciencists, Secondary School Science, Sex Bias, "Sex
Pairness, Student Attitudes
Identifiers—Giris into Science and Technology
Project, "Science Education Research
Based on experiences gained during the Girls into
Science and Technology (GIST) project, this report
reviews practical suggestions for teaching science to
mixed classes in ways that encourage girls to become more involved in the sciences. Chapter 1 provides data about sex differences in examination
entries and women's representation in professional
and managerial occupations. Results of an attitude
survey of 11-year-olds in Great Britain are discussed in Chapter 2 and the causes of girls' undescussed in Chapter 2 and the causes of girls' undescussed in Chapter 2 for the care and echnology are
exclusively male preserves. A list of references and
suggestions for further reading are also included.
Appendices consist of: (1) a list and descriptions of
the career areas of women visitors to science classes;
(2) examples of the GIST project workcards; (3) two
worksheets on women scientists; (4) brief biographies of women scient

ED 276 611

SE 047 607

The Public Understanding of Science. Report of a Royal Society ad hec Group Endorsed by the Council of the Royal Society, London (Rogland). Report No.—ISBN-0-85403-2576

Pub Date—Sep 85

Note—42p.

Available from—The Royal Society, 6 Cariton House Terrace, London SW1Y 5AG, England (310.80).

Pub Type— Ominion Papers (120)

Available from—The Royal Society, 6 Carlton House Terrace, London SW1Y 5AG, England (\$10,80). Pab Type—Opinion Papers (120) — Reports Ceneral (140)

EDRS Prices - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Attitudes, Community Education, Community Role, Industry, \*Information Dissensination, Museuma, School Business Relationship, \*Science and Society, Science Education, \*Scientific Literacy, Technology Identifiers—Informal Education, \*Public Understanding Of Science Program, \*United Kingdom Based on the premise that science and technology directly affect a wide range of personal activities and impact policy issues of national and international importance, this report aims to show why it matters that all sections of the public should have some understanding of science and to stimulate action by scientists and others to improve this understanding. This report resulted from the United Kingdom's Royal Society's recommendation that ways should be investigated to enhance public understanding of science. An introductory statement and a rationale which explains why an understanding of science is important for different groups form the opening chapters in this book. Remaining sections focus on: (1) a review of the state of existing levels of public understanding of science; (2) formal education; (3) mass media; (4) science community; (5) public lectures, children's activities, museums, and libraries; and (6) industry. Conclusions and recommendations are also offered. Appendices contain listings of contributors involved in the preparation of the report. The bibliography consists of sections on surveys, education, science and the media, and sources of a general nature. (ML)

SE 047 608 Girls and Mathematics. A Report by the Joint Mathematical Education Committee. Institute of Mathematics and Its Applications, Lor

don (England).; Royal Society, London (En-

gland).

Report No.—ISBN-0-85403-277-0

Pub Date—Jun 86

Note—38p.

Available from—The Royal Society, 6 Carlton
House Terrace, London SW1Y 5AG, England
(\$4,75).

(34.75).
Pub Type— Opinion Papers (120) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors— "Bducational Needs, Educational Research, Elementary Secondary Education, "Females, Higher Education, "Mathematics Achievement, "Mathematics Education, Mathematics Instruction, Mathematics Teachers, "Sex Differences."

Achievement, \*Mathematics Education, Mathematics Instruction, Mathematics Teachers, \*Sex Differences Identifiers—\*Mathematics Education Research, \*United Kingdom
This report considers the underachievement and underparticipation of girls in mathematics. The facts are presented first, with illustrations from anecdotal evidence offered by teachers and others with an interest in mathematics education. Data from examinations at ages 16 and 18 in mathematics and in English are presented in graphs and discussed, followed by data from higher education courses, teachers, and professional mathematicians. In the next section, attitudinal evidence from both primary and secondary school levels is presented. Conclusions and recommendations for action at all levels are then described, with sections directed to classrooms, headteachers, mathematics advisors, teacher trainers, examination boards, educational publishers, parents, and industry and commerce. Theories and observations as to why girls underachieve in mathematics are included in an appendix, categorized by biological and genetic effects, general considerations, cultural and societal influences, and school influences (MNS)

ED 276 613

LeFewe, Putricis
Exploring Fractions with Fourth Graders.
Pub Date—Apr 86
Note—96p; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF91/PC94 Plus Pestage.
Descriptors—Case Studies, \*Cognitive Processes,
Educational Research, \*Elementary School
Mathematics, \*Practions, Oracle 4, Intermediate
Grades, Interviews, \*Mathematical Concepts,
\*Mathematics Instruction, \*Symbols (Mathematics). ics)

"Mathematics Instruction, "Symbols (Mathematics)

"Mathematics Instruction, "Symbols (Mathematics)

Identifiers—"Mathematics Education Research
This exploratory study describes fourth-grade students' opinions and knowledge about fractions. A coherent and elaborate fraction knowledge base results when students establish connections between their conceptual knowledge and procedural knowledge of fractions. One possible juncture between concepts and procedures might involve establishing meaning for the formal symbols used in mathematics. Therefore, the meaning that students attach to the fraction symbol and their ideas about the utility of fractions were assessed through a written pretest and individualized interviews. The relationships of the fraction concept to whit had been experienced and learned in the past and students' perceptions of the value in using various representational models of fractions were explored for the fractions are reviewed with reference to two students, identified as novices, and an expert fraction student. Findings are discussed for their definitions of fraction, comparisons of fraction and whole number, syntax and semantics of the fraction symbol, models of fractions, comparisons of fractions, and the relationship of standardized schievement to performance. Appendices contain a four-page reference list, the interview questions and questions and responses, pretest with data, and observed performance and judged ranks. (MNS)

ED 276 614

ED 276 614 SE 047 611
Graybeal, Shelle S. Stodolsky, Suam S.
Instructional Fractice in Fifth-Grade Math and
Social Studies: An Analysis of Teacher's Galdes.
Pub Date—Apr 86
Note—23p; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20,
1986.

ing of the American Educational Research Association (67th, San Francisco, CA, April 16-20,
1986).

Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)

EDRS Price - MF6U/POI Plus Postage.

Descriptors—Educational Research, "Elementary
School Mathematics, Grade 5, Intermediate
Orrades, "Mathematics Instruction, "Social Studies, "Teaching Guides, "Teaching Methods, Textbook Research
This study examines in detail a sample of widely
used teacher guides in order to describe a picture of
instruction as it is represented in these guides and
to compare it with classroom practices. Mathematics and social studies were selected as the subject
areas because of observed differences in classroom
practices. Six questions guided the analyses, concerning types of grouping arrangements, instructional formats, student behaviors, student cognitive
processes, types of materials, and instructional recommendations. Five fifth-grade teacher's guides in
mathematics and five in social studies were examined. Within each guide, two portions of the commentary section were analyzed, each representing
an instructional sequence of approximately two
weeks' duration. The activities in each portion of the
lesson commentaries were identified and coded. A
total of 306 mathematics activities and 399 social
studies activities were found. Ninety-four percent of
these were entire-class activities. Although traditional instruction patterns were common in the activities suggested in the guides of both subjects,
differences did occur both between and within subject areas. An active student role seemed to be encouraged more in social studies than in mathematics
and more in some social studies series than in others. (MNS)

ED 276 615 SE 047 612 wan der Werf, Greetje Girls and Mathematics: The New Math Program. State Univ. of Groningen (Netherlands). Inst. for

Educational Research.
Pub Date—Apr 86
Note—21p; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

ing of the American Educational Research Association (57th, San Prancisco, CA, April 16-20,
1986).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MPBI/PCBI Phas Postage.

Descriptors—Educational Research, Females, Foreign Countries, "Mathematics Curriculum,
"School Choice, Secondary Education, "Secondary School Mathematics, Sex Differences, "Student Attitudes

Identifiers—"Mathematics Education Research,
"Netherisands In the Netherisands, a mathematical curriculum
change has occurred in the secondary (grammar)
school. The new curriculum consists of two programs, Math A and Math B. Students can choose
one or both of these programs. Math A prepares for
university studies in humasnites and economics,
while Math B prepares for studies in science, technics, agriculture, and medicine. The first results of
the effects of the new curriculum, now used in 52
grammar schools, are reported in this paper. It was
found that girls choose more Math A, while boys
choose more Math B, or both courses. Students,
especially girls, who follow Math A perceived the
subject less as a male domain than those who follow
the traditional program. There is no effect of Math
A on perceived relevance and perceived own abilities. It is concluded that the new curriculum has a
positive effect on the choice of mathematics by girls,
but girls appear to choose Math A to exclude themselves from many university studies. Results of
Math A on attitudes toward mathematics should be
interpreted with care. Several tables are included.
(MNS)

ED 276 616 SE 047 613

ED 276 616

Ukens, Loos, Ed.

Science Experiences for Preschoolers. CESI
Sourcebook IV.

Council for Elementary Science International.;

ERIC Clearinghouse for Science, Mathematica, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 86

Contract—400-86-0016

Note—1200

Note—120p. Available from valiable from—Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Ploor, Columbus, OH 43212.

CMBAC/IRC), The Onio State Univ., 1200
Chambers Rd., 3rd Ploor, Columbus, OH 43212.
(37.50).
Pub Type—Guides - Classroom - Teacher (052) —
Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF91/PC05 Pins Pestage.
Descriptors—Biological Sciences, Early Childhood Education, "Elementary School Science, "Experiential Learning, "General Science, Pixerience, Quidoor Education, Physical Sciences, Piagetian Theory, "Preschool Education, Primary Education, "Science Activities, Science Education, "Science Instruction (Science Instruction, "Science Instruction (Education, "Science Instruction (Education, "Science Instruction (Education, "Science Education, "Science Education, "Science Instruction (Education) Education, "Science Education, "Science Education, "Science Instruction (Education, "Science Instruction (Education, "Science Instruction (Education, "Science Instruction of the Science, Instruction of the Science Instruction of the Book includes papers focusing on the cognitive development of the preschooler, encouraging the integration of science into the early childhood curriculum, promoting multisensory science experiences for young children, and describing the organization of the remainder of the sourcebook. The book contains 55 activities and describing the organization of the remainder of the sourcebook. The book contains 55 activities and describing the organization of the remainder of the sourcebook. The book contains 55 activities and is divided into sections on general science, life science, and physical science. Each activity includes: (1) a focus statement, intended to stimulate the children's interest; (3) a listing of materials and equipment needed to carry out the activity, including simple construction plans for some homemade apparatus; (4) a how-to-do-is section which provides suggestions for planning, organizing, and scually implementing the activities with youngsters; (5) ideas for further challenges that could lead to follow-up activities; and (6) references used. (TW)

Technological Change to 1991: The Implications for Engineering Technologists and Post-Secondary Institutions. A Report.
Thomandale Management, Ltd. (Alberta).
Spons Agency—Alberta Society of Engineering Technologists, Edmonton.
Pub Date—Jul 86
Note—July—Reports—Research (143)—Information Analyses (070)—Tests/Questionnaires (160).

(160)

(160)
EDRS Price - MF01/PCBS Plus Postage.
Descriptors—"Careers, "Education Work Relationable, Employment Opportunities, "Engineering Beducation, "Engineering Technology, "Engineers, Foreign Countries, Interviews, Science and Society, Technological Advancement, "Tread Analysis Identifiers—"Canada
This study was designed to identify and to support

neers, Foreign countries, interviews, science asciSociety, Technological Advancement, "Tread
Analysis
Identifiers—"Canada
This study was designed to identify and to evaluate technological changes affecting the careers of
the members of the Alberta Society of Engineering
Technologists (ASET) at present and up to 1991.

Efforts were directed toward identifying those variables affecting employment and recommending
courses of action to help technologists remain current. Interviews were conducted and questionnaires
were distributed for the purposes of obtaining ideas
on the state of technology and on trends that might
affect engineering technology. These findings and
other contents of the report include: (1) a review of
the literature on technology in Canada including a
three-page list of references; (2) interviews (discussing the perspectives of individuals from corporations, governmental organizations, and educational
institutions on selected issues related to Canada's
high technology industry); (3) a technologist's perspective (reporting questionnaire results from
ASET members); (4) summary (listing the major
findings and highlighting implications for technologists and institutions); and (5) recommendations
(providing comments to ASET members and postsecondary institutions and identifying issues for further analysis). Appendices consist of the study
objectives, the persons interviewed and the interview outline, the questionnaire, and an explanation
of the Center for Advanced Technology Education
(CATE). (ML)

EAS £10 618 SE 047 615
Kucha, Christine Krockover, Gerald
An Analysis of Pith and Sixth Grade Students'
Acquisition of the Inventing Process.
Pub Date—36
Note—20-

Pub Date—86
Note—29p.
Pub Type— Reports - Research (143)
EDRS Price - MF91/PO22 Plus Postage.
Descriptors—Academic Achievement, Creative
Thinking, \*Creativity, \*Discovery Processes, \*Eiementary School Science, Grade 5, Grade 6, Instructional Effectiveness, Instructional Improvement, Intelligence, Intermediate Grades, \*Inventions, Measurement Techniques, Process Education, Science Education, \*Science Instruction, \*Science instruction, \*Science Education Research
The purpose of this study was to determine whether an instructional unit on inventing affected the inventive abilities of fifth and sixth graders and investigate the possible effects of the unit on stu-

the inventive abilities of firth and sixth graders and investigate the possible effects of the unit on stu-dents' creativity scores and attitudes towards sci-ence. Concomitantly, this study attempted to determine whether relationships existed between students' inventive abilities and the following: determine whether resationatips existed between students' inventive abilities and the following-achievement, intelligence, creativity, and creative interests. One-hundred-seven fifth and sixth graders in three elementary schools were randomly assigned by school to experimental and control groups. Analysis of the data revealed a number of significant interactions. For the measure of inventing, instruction by sex and school by grade were significant interactions. Achievement as a covariate was also found to be significant. The inversaction, school by grade by sex, was significant for creativity. There were no significant correlations between inventing, creativity, and attitude towards science, as measured by this study, although changes in creativity scores and attitudes towards science scores occurred. The results of this study suggest that instruction does increase inventiveness for some students. (Author/TW)

ED 276 619 SE 047 616

Allen, Layman E.
The Logical, Mathematical, and Scientific Reasoning Involved in the Problems of a Sample Run of

the EQUATIONS Challenge Matches Research

Pub Date

Pub Date—Feb 86
Note—11p.; Paper presented at the Annual Meeting of the Michigan School Testing Conference (26th, Ann Arbor, MI, February 25-26, 1936).
Pub Type—Non-Frint Media (100) — Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Prics - MF01/PC01 Plus Postage.
Descriptors—\*Cognitive Processes, \*Computer Software, Elementary Secondary Education, \*Equations (Mathematics), \*Experiments, Mathematical Applications, \*Mathematics Education, Microcomputers, \*Problem Solving, Scientific Methodology

emancial Applications, "Problem Solving, Scientific Methodology Identifiers—Thinking Skills Problem solving that both requires and develops higher-order thinking skills is illustrated in the EQUATIONS Challenge Matches program, which consists of computer diskettes at the elementary, intermediate, and advanced levela plus a multi-level diskette. Samples of computer output are given, with the results of various types of experimentation with the program discussed and illustrated. Users are expected to design and perform experiments involving application of elementary mathematical ideas. The problem-solver can arrange for things to happen that will provide the information needed to deal with the problem. The series of exercises has been developed to provide users the opportunity to learn and use the fundamental reasoning and problem-solving skills of careful observation, logical deduction, mathematical analysis, asking good questions, scientific research by experimentation, and data gathering, organization, and analysis. (MNS)

SE 047 617 ED 276 620

ED 276 620

Wahl Moureen Besog, Frank
Gender, Attributions, and Math Performance.
Pub Date—Apr 86

Note—5p; Paper presented at the Annual Meeting
of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)
EDRS Price—MP01/PC01 Plus Postage.
Descriptors—Algebra, "Attribution Theory, "Competition, Educational Research, Orade 9, Interviews, "Mathematics Anxiety, Mathematics
Instruction, Secondary Education, "Secondary
School Mathematics, "Self Esteem, "Sex Differences

Instruction, Secondary Education, "Secondary School Mathematics, "Self Esteem, "Sex Differences lidentifiers—Mathematics Education Research This study compares and contrasts the following variables on the types of attributions (ability, effort, environment, and task) students make for their performance in algebra: attributions by gender and genter identification; attributions by level of math anxiety and self esteem; attributions by experience in competitive activities; and interactions between the variables. Interviews were conducted in addition to the administration of four tests assessing attributions, gender identification, math anxiety, and self esteem, using two ninth grade classes, one a high achievement class and the other an average class. The research was conducted in a parochial midwestern urban high school. Findings are reported for each variable studied. The summary indicates that students with placement in an accelerated algebra class, a low math anxiety score, a high self-esteem score, and a grade of A or B will attribute their mathematics success to their own ability and effort, and will attribute any failure externally to characteristics of the task. Previous research findings have indicated differences between boys and girls that were not corroborated in this study. It also appears that competition teaches students to rely on their own efforts and to attribute their performance to their efforts. (MNS)

ED 276 621 SE 047 620 Mathematics Program Analysis of Grade 10 Stanford Achievement Test, Test of Academic Skills. Fall 1985 Administration.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
Pub Date—Mar 36
Note—26p.; For the previous year's analysis, see ED 259 900.
Pub Type— Reports - Research (143) — Taret

ED 259 900.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Data Analysis, "Educational Assessment, Educational Objectives, Educational Re-

search, \*Error Patterns, Grade 10, High Schools, \*Mathematics Achievement, \*Mathematics Instruction, \*Secondary School Mathematics Instruction, \*Secondary School Mathematics Instruction, \*Secondary School Mathematics Instruction, \*Secondary School Mathematics Results, \*Test Validity Identifiers—"Hawaii, Mathematics Education Research, Stanford Achievement Tests
Data from the Stanford Test of Academic Skills Level 1, administered to 10,910 tenth graders in Hawaii in Fall, 1985, are analyzed. The purposes of this report are to provide information on the effectiveness of the mathematics program in the high school, including the identification of deficiency areas and recommendations for improving instruction, and to provide a model for subsequent district and school analyses. How well the test measures program efforts and how well students are performing are each explored. Overall, tenth grade students in Hawaii performed slightly better than the national norm population, with 79 percent scoring in the average and above average ranges. Approximately 44 percent of the items measure expectations which may require performance at a level below grade 9. The test is moderately effective in assessing the attainment of some objectives, but not all, in the state mathematics program. Subtest analyses of the data indicate 20 items on which students scored lower than national norms. Appendices list the matches between test objectives and state learner objectives or performance expectations, the nomatches, and the performance expectations not addressed. (MNS)

ED 276 622

The Role of the Research Museums. Science Policy Study-Hearings Volume 2. Hearing before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session. April 17, 1983. No. 56.
Congress of the U.S., Washington, D.C. House Committee on Science and Technology. Pub Date—86
Note—177p.; Contains small and broken type. Pub Type. Legal (Legalisht) (Pennistry Vol. 1984). SE 047 621

Congress of the U.S., Washington, D.C. House Committee on Science and Technology. Pub Date—86
Note—17p; Contains small and broken type. Pub Type—Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Federal Aid, Financial Support, Hearings, "Museums, "Natural Sciences, "Research and Development Centers, Research Needs, "Research Opportunities, Science and Society, Science Education, Scientific Research, Technological Advancement Identifiers—Congress 99th, Informal Education, "Science Policy
American science policy as related to the role and operation of museum research is examined in this report of the hearings of the Congressional Committee on Science and Technology. Focus is given to how museums fit into the overall picture of United States research activity and to the composition of and future requirements for financial support. Specific concerns addressed include: (1) changes in museum research; (2) future research priorities; (3) relationship between research and public education; (4) role of nonuniversity institutions; (5) rationale for funding; (6) museum contributions to the public; (7) role of Federal policy; (8) Federal funding of museum employment opportunities. Testimonies were presented by a panel made up of five members of the Associated National Science Institutions. Appendices consist of the Science Policy Report of the American Museum of Natural History (1971) and descriptions of museums of the Associated Natural Science Institutions. (ML)

ED 276 623

British Science Evaluation Methods. Science Policy Study-Hearings Volume 13. Hearing before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session. October 30, 1985. No. 59.
Congress of the U.S., Washington, D.C. House Committee on Science and Technology.
Pub Date—86
Note—408pt. Contains small and backet.

Pub Date—86
Note—408p.; Contains small and broken type.
Pub Type— Legal/Legislative/Regulatory Materials (1990)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors—"Evaluation Methods, Foreign Countries, Hearings, "International Cooperation, Research Methodology, Research Needs, "Research Utilization, "Science and Society Identifiers—Congress 99th, "Science Policy, United Kingdom

The need for an increased use of statistical data and quantitative analysis in many areas of science policy is emphasized in this report of the hearing on science evaluation methods used in Great Britain. The testimony given by Professor Benjamin Martin of the Science Policy Research Unit at the University of Sussex in England explains how quantitative information is used by the British in developing policies for science. Appendices consist of the selected papers by Professor Martin and his colleague Professor John Irvine and also contain seven critiques of Martin and Irvine's methodology. (ML)

fessor John Irvine and also contain seven critiques of Martin and Irvine's methodology. (ML)

ED 276 624

Michigan Infrastructure: Priorities for the Pature. Capital Investment Needs 1985-1995.

Michigan Infrastructure Coalition, Lansing.

Pub Date—May 86

Nots—56p.; Report prepared with the assistance of the Governor's Task Force on Public Investment Coordination.

Pub Type—Legal/Legislative/Regulatory Materials (990) — Reports - Evaluative (142)

EDRS Price - MP91/PC03 Plus Pestage.

Descriptors—Capital Outlay (for Fixed Assets), Elementary Secondary Education, "Environmental Standards, Futures (of Society), "Government School Relationship, Higher Education, "Investment, Living Standards, Long Range Planning, Physical Environment, Pollution, Public Education, "State Government, Transportation, Trend Analysis

Identifiers—"Capital Investment Needs, Infrastructure, "Michigan Infrastructure Coalition was formed to review needs and make judgments concerning priorities for future infrastructure investments in Michigan. This report describes the coalition's findings and is intended to serve as the guidelines for state elected officials. Contents include: (1) an introduction (specifying priority areas); (2) summary of investment priorities (portraying needs through a graph and chart); (3) environmental infrastructure (addressing the areas) of environmental infrastructure categories (covering concerns related to passenger and freight transportation and highways, roads and streets); and (6) governmental infrastructure categories (covering concerns related to passenger and freight transportation and highways, roads and streets); and (6) governmental infrastructure (categories (covering concerns related to passenger and freight transportation and highways, roads and streets); and (6) governmental infrastructure (categories (covering concerns related to passenger and freight transportation and highways.

ED 276 625 SE 047 627

lic investment coordination task force. (ML)

ED 276 625

Abstracts of the Finalists of the International Science and Engineering Fair (34th, Albequerque, New Mexice, May 9-14, 1983).
Science Service, Inc., Washington, D.C.
Pub Date—83

Note—279; Document contains small print.
Available from—Science Service, Inc., 1719 N

Street, N.W., Washington, D.C. 20036 (34-50).
Pub Type—Reference Materials (130)

EDBS Price - MF01/PC12 Plus Pestuge.
Descriptors—Abstracts, Academic Achievement,
"Awards, Engineering Education, Extracurricular Activities, International Educational Exchange, "International Programs, Science Education, Student Projects
Identifiers—Finternational Science And Engineering Fair A science and engineering fair is a competition based on the quality of projects done by students, the results of which are reported through exhibits and oral presentations at the fair. Fairs operate on a step basis. Students who win in small fairs such as a local fair, move to a city fair, then to a regional fair, and may be chosen to represent that fair in the International Science and Engineering Fair (ISEF). The finalists whose project abstracts are reported in this book won the honor of presenting their projects at the 34th ISEF in Albuquerque, New Mexico in May, 1983 as the result of being chosen the best in 560 affiliated fairs. Abstracts are organized by project categories. These 12 groups are described and include: behavioral and social sciences; blochemistry; botany; medicine and health; microbiology; zoology; environmental sciences; chemistry; earth and space sciences; engineering; mathematics and computers; and physics. An index is also included of all the finalists. (ML)

ED 276 626

SE 047 628

Abstracts of the Finalists of the International Science and Engineering Pair (35th, Columbus, Ohio, May 5-13, 1984).
Science Service, Inc., Washington, D.C.
Pub Date—84

Note—286p.; Document contains small print.
Available from—Science Service, Inc., 1719 N.
Street, N.W., Washington, D.C. 20036 (84-50).
Pub Type—Reference Materials (130)

Pub Type—Reference Materials (130)

Pub Type—Abstracts, Academic Achievement,
"Awards, Engineering Education, Extracurricular Activities, International Educational Exchange,
"International Programs, Science Education, Science Fairs, "Science Projects, Secondary Education, Student Projects
Identifiers—International Science And Engineering Fair
A science and engineering fair is a competition based on the quality of projects done by students,

Identifiers—"International Science And Engineering Fair
A science and engineering fair is a competition based on the quality of projects done by students, the results of which are reported through exhibits and oral presentations at the fair. Fairs operate on a step basis. Students who win in small fairs such as a local fair, move to a city fair, then to a regional fair, and may be chosen to represent that fair in the International Science and Engineering Fair (ISEF). The finalists whose project abstracts are reported in this book won the honor of presenting their projects at the 35th ISEF in Columbus, Ohio, in May, 1963 as the result of being chosen the best in 314 affiliated fairs. Abstracts are organized by project categories. These 12 groups are described and include behavioral and social sciences; biochemistry; both any; chemistry; earth and space sciences; engineering; environmental sciences; mathematics and computers; medicine and health; microbiology; physics; and zoology. An index is also included of all the finalists. (ML)

all the finalists. (ML)

ED 276 627

Abstracts of the Finalists of the International Science and Engineering Fair (36th, Shreverport/Bonsier City, Louisiana, May 12-18, 1985). Science Service, inc., Washington, D.C. Pub Date—85

Note—295p.; Document contains small print. Available from—Science Service, inc., 1719 N. Street, N. W., Washington, D.C. 20036 (35.00). Pub Type—Reference Materials (130)

EDRS Price - MPB1 Plus Postage, PC Not Available from EDRS.
Descriptors—Abstracts, Academic Achievement, "Awards, Engineering Educationa, Extracurricular Activities, International Educational Exchange, "International Fograms, Science Education, "Science Fairs, "Science Projects, Secondary Education, Student Projects Identifiers—"International Science And Engineering Fair A science and engineering fair is a competition

Identifiers—"International Science And Engineering Fair
A science and engineering fair is a competition
based on the quality of projects done by students,
the results of which are reported through exhibits
and oral presentations at the fair. Fairs operate on
a step basis. Students who win in small fairs such as
a local fair, move to a city fair, then to a regional fair,
and may be chosen to represent that fair in the
International Science and Engineering Fair (ISEF).
The finalists whose project abstracts are reported in
this book won the honor of presenting their projects
at the 36th ISEF in Shreverport/Bossier City, Louisians in May, 1985 as the result of being chosen the
best in 334 affiliated fairs. Abstracts are organized
by project categories. These 13 groups are described
and include: behavioral and social sciences; biochemistry; botany; chemistry; computer science;
earth and space sciences; engineering; environmenall sciences; mathematics; medicine and health; microbiology; physics; and zoology. An index is also
included of all the finalists. (ML)

SE 047 632

Mathematics Framework, Kindergarten Grade 12.

Texas Education Agency, Austin.

Pub Date—Nov 86

Note—143p.

Available from—Publications Distribution

Texas Education

Note—143p.

Available from—Publications Distributions Office, Texas Education Agency, 1701 North Congress Avenue, Austin, TX 78701-1494 (Initial copy free, additional copies, 33.00).

Pub Type—Guides - Classroom - Teacher (052)

Pub Type—Guides - Classroom - Teacher (052)

Descriptors—\*Course Descriptions, \*\*Sducational Objectives, Educational Philosophy, Elementary Secondary Education, \*Guidelines, \*Mathematical Course Descriptions, \*Guidelines, \*G

ics Curriculum, "Mathematics Education, "Mathematics Instruction, Problem Solving Identifiers—Texas
This publication should help educators provide a mathematics program that emphasizes productive time on task and active involvement of students in mathematics activities. The focus on problem solving is stressed. Time allotments are stated, followed by descriptions of essential elements for kindergarden through grade 8: understanding numbers and place value; operations, properties, and uses of numbers; problem solving; measurement; geometry; graphing; probability and statistics; and calculators and computers. Essential elements of each secondary school mathematics course are then presented. The next section provides correlations of the essential elements to the Texas Educational Assessment of Minimum Skills tests. A scope-and-sequence chart is included, as are discussions of evaluation, reteaching and remediation, enrichment, assignment of teachers, and staff development. In the next section, the philosophy of the elementary and middle school mathematics programs is discussed, with recommended manipulative materials listed. The secondary school mathematics program is then considered, with philosophy, graduation requirements, approved courses, planning course offerings, guidelines for course sequencing, and honors courses discussed. Special student populations are next considered. Appendices contain position statements, references, and some suggested materials. (MNS)

ED 276 629 SE 047 634

ED 276 629

SE 047 634

Suydam, Marilyn N.

An Overview of Research: Computers in Mathematics Educatios, E-12. ERIC/SMERC Mathematics Educatios Digest No. 1, 1986.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—400-86-0016

Pub Date—36

Note—39.

Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (31.00).

Pub Type—Information Analyses—ERIC Information Analysis Products (971)

EDRS Prices—MP91/PC01 Plus Postage.

Descriptors—Academic Achievement, "Computer Assisted Instruction, "Computer Literacy, Computer Managed Instruction, Educational Games, "Elementary School Mathematics, Elementary Secondary Education, "Mathematics Instruction, Programing, "Secondary School Mathematics, Skill Development, Student Attitudes

tudes

Identifiers— "Mathematics Education Research
This digest briefly reviews some of the current
findings from research on microcomputers which
seem most pertinent to teachers in elementary and
secondary schools. Summaries are presented of
findings related to: (1) status surveys; (2) computer
literacy and mathematics instruction; (3) effects of
teaching computer programing; (4) tutorial computer assisted instruction and mathematics achievement; (5) computer assisted drill and practice; (6)
effects on students of mathematical games played
on microcomputers; (7) computer managed instrucon microcomputers; (7) computer man tion; and (8) student attitudes. (ML)

## SO

ED 276 630 SO 017 244 Norm Busch, Werner, Ed. Akalin, Oguz, Ed.
Art Education and Artist's Training in the Federal
Republic of Germany.
Inter Nationes, Bonn (West Germany).
Report No.—Nr-7-8(e)
Pub Date—85
Note.—985
Note.—985

Pub Date—85
Note—99p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC94 Plus Postage.
Descriptors—"Assisheric Education, Art Appreciation, "Art Education, Art History, Art Teachers, Creative Art, Elementary Secondary Education, Foreign Countries
Identifiers—"West Germany
A fact-oriented handbook examines the overall picture of the educational and training opportunities

for artists in the Federal Republic of Germany. Because of space limitations, this document presents a few typical examples of arts curricula rather than the total curriculum for the different types of achools in the 11 federal states. Subjects discussed in successive sections are: (1) the historical developments of artists' training and art education; (2) art education in the schools including art education in preschool, primary levels, and secondary levels; (3) fine arts education at universities and art training; (4) professions in the artistic field including gold-mith, silversmith, stonemason, stonesculptor, woodcarver, and glass designers; (5) artist training at art academies and polytechnics; (6) creative art in adult education; and (7) promotion and cultivation of culture in the Federal Republic of Germany. The document concludes with an appendix listing training centers for artists. (RSL)

SO 017 252 Browne, Margaret Lynne Vanorus, Patricia M.
Piety, Chastity, and Love of Country: Education in
Maryland to 1916.
Maryland State Archives, Annapolis.
Pub Date—Oct 84

Maryland to 1916.

Maryland State Archives, Annapolis.

Pub Date—Oct 84

Note—17p.

Available from—Maryland State Archives, P.O.

Box 828, Annapolis, MD 21404 (\$1.00).

Pub Type—Historical Materials (660) — Reports—Descriptive (141)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—"Access to Education, "Educational Legislation, Educational Responsibility, Elementary Secondary Education, "Private Education, "Public Education, "State Norms

Identifiers—"Maryland shistory, formal education, "Public Education, "State Departments of Education, "State Norms

Identifiers—"Maryland is history, formal education was a privilege, not a right. The notion that state-wide public education was a public responsibility came slowly, and the institutional system that developed to provide such an education emerged only after considerable debate and experimentation. Education of the female, black, poor, and orphaned was generally neglected during the colonial period. During and immediately after the Revolution, the free school system changed, but did not markedly improve in Maryland. By the late eighteenth century many county schools had united with or were absorbed by private schools or academies with stronger financial support. Between 1798 and 1821 at least 24 academies were established, many of which received state aid. During the early nine-tenth century Marylanders gradually began to perceive the necessity for a uniform system of education for all students. With an act of the General Assembly in 1916, Maryland finally and fully recognized the value of education and the essential role of state and local government in providing public education. Although this legislation has been amended often, it remains today the basic statutory authority for Maryland's educational system. The document includes "Appendix A: The Rise of Maryland Reademies, 1778-1867" and "Appendix B: Records Relating to Education at the Maryland State Archives." (BZ)

ED 276 632 SO 017 255

Jones, Dianne Russian Children: As Seen in Literature and Real Life.

Russian Children: As Seen in Literature and Real Life.
Pub Data—May 86
Note—19p. Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Poetage.
Descriptors—Child Rearing, \*Child Role, \*Cultural Awarenesa, \*Cultural Background, Economic Factors, Elementary Education, Foreign Countries, Political Socialization, \*Russian Literature, Tales, Training Identifiers—Russians, USSR
To know the culture of a nation one must try to understand the emotional side of a people's character. In considering Russian culture, a study of politica, economics, and geography is insufficient for even beginning to understand the subtleties of the national character. Despite 60 years of Soviet regime, traditional Russian values persist and are still recognizable in the love of nature, love of tradition, and love of family, particularly children. Even a brief study of Russian interature suggests a :cverence for childhood. In actual life this feeling is manifested in the loving treatment of children by Russian families. Many Russian cultural traits remain constant, despite drastic changes in their lifestyle and environment during the past 150 years. Currently, the

fear of a possible war pervades the lives of modern Russians, including the children. Their fears are re-inforced by what they are taught in achool and other government educational programs. (APG)

ED 276 633 SO 017 279

oming a Citizen: A Newcomer's Guide. 1. eration of Jewish Philanthropies of New York.

Spons Agency—Department of Education, Washington, DC.; Herman Muehlstein Foundation, New York, NY.
Pub Date—34
Note—24p.; For related documents, see SO 017
280-284.

Note—24p.; For related documents, see SO 017 280-284.

Language—English; Russian
Pub Type—Guides - Non-Classroom (055) — Multillingual/Bilingual Materials (171)

EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—Adults, "Citizenship, Citizenship Education, Citizenship Responsibility," Immigrants, Refugees
Identifiers—immigration and Naturalization Service, "New York (New York), "Russian Jews A bilingual pamphlet containing practical law-related information for recent Russian Jewish immigrants to New York City, this document discusses the process of becoming a United States citizen. Following a very brief description of the Newcomer series, 10 questions are listed, each followed by an answer. Questions asked include how to obtain a green card; the difference between a refugee, a parolee, and an immigrant; rights and responsibilities of refugees; how to help additional family members come to the United States and responsibilities involved in bringing relatives to this country; when to apply for citizenship; the rights and responsibilities of a United States, and the documents necessary for travel once permanent residency is obtained. A final page, titled "Where to Go for Help," lists the addresses and phone numbers of the United States Immigration and Naturalization Service and the Hebrew Immigrant Aid Society, Inc. (CBC)

ED 276 634 SO 017 280

Family Matters: A Newcomer's Guide. 2, Federation of Jewish Philanthropies of New York,

NY.
Spons Agency—Department of Education, Washington, DC.; Herman Muehlstein Foundation, New York, NY.
Pub Date—34
Note—34p.; For related documents, see SO 017
279-284.

279-284.

Language—English; Russian
Pub Type—Guides - Non-Classroom (055) — Multilingual/Bilingual Materials (171)
EDRS Price - MP01/POL2 Plus Postage.
Descriptors—Adults, Child Abuse, Divorce, Pamily Counseling, Family Life, 'Family Problems, 'Family Programs, 'Immigrants, Marriage Identifiers—'New York (New York), 'Russian Lewa

Identifiers—"New York (New York), "Russian Jews A bilingual pamphlet containing practical law-related information for recent Russian Jewish immigrants to New York City, this document concerns family matters. Following a brief description of the Newcomer series, 9 questions are listed, each followed by an answer. Questions asked include a definition of the family; legal requirements for getting married; an explanation of common law marriage; legal responsibilities of parents for their children; lefinitions of child abuse and neglect; grounds for divorce and annulment; and legal advice regarding equitable property distribution, support, and child custody following a divorce. A final page, titled "Where to Go for Help," lists the addresses and phone numbers of the United States Immigration and Naturalization Service and the Hebrew Immigrant Aid Society, Inc. (CBC)

ED 276 635 SO 017 281

Michael, Jean On the Job: A Newcomer's Guide. 3. Federation of Jewish Philanthropies of New York, Federa NY.

Spons Agency—Doington, DC.; He New York, NY. gency-Department of Education, Wash-DC.; Herman Muchistein Foundation,

Pub Date—84 Note—31p.; For related documents, see SO 017 279-284.

Language—English; Russian
Pub Type—Guides - Non-Classroom (055) — Multilingual/Bilingual Materials (171)
EDRS Prics - MP01/PO22 Plus Postage.
Descriptors—Adults, "Employment, "Human Services, "Immigrants, Labor Demands, "Labor Education, Labor Standards, Unions
Identifiers—"New York (New York), "Russian
Lews

Jews A bilingual pamphlet containing practical law-related information for recent Russian Jewish immigrants to New York City, this document concerns
employment. Following a brief description of the
Newcomer series, 10 questions are listed, each followed by an answer. Questions asked include illegal
employment; discrimination; sexual harasament; descriptions of fair labor pay standards; joining labor
unions; the right of an employer to fire or lay off
employees; proper working conditions; workers' compensation; unemployment insurance; and the
difference between Social Socurity and Supplemental Security Income. A final page, titled "Where to
Go for Heip," lists the addresses and phone number
of nine relevant government service and community
resource agencies. (CBC)

ED 276 636 SO 017 282

Michael, Jean Consumer Concerns: Newcomer's Guide, 4, Federation of Jewish Philanthropies of New York,

Spons Agency—Department of Education, Washington, DC.; Herman Muehlstein Foundation, New York, NY.
Pub Date—84
Note—41p.; For related documents, see SO 017
279-284.

279-284. Language—English; Russian Pub Type—Guides - Non-Claseroom (055) — Mul-tilingual/Bilingual Materials (171) EDRS Price - MP01/PC82 Plus Postage. Descriptors—Adults, \*Consumer Education, \*Con-sumer Protection, \*Immigrants, Money Manage-

ment Identifiers—\*New York (New York), \*Russian

ment Identifiers—"New York (New York), "Russian Jews Jews A bilingual pamphlet containing practical law-related information for recent Russian Jewish immigrants to New York City, this document addresses consumer concerns. Pollowing a brief description of the Newcomer series, 15 questions are listed, each followed by an answer. Questions asked include the meaning of the terms consumer and contract; cancellation of a contract; explanations of comparative shopping, sales, exchanges, refunds, and warranties; how to complain to a manufacturer; how to handle mail-order goods and advertisements; layways; buying on credit; the difference between loans, credit cards, and store charge accounts; how to establish credit for the first time; types of insurance; the necessity for auto insurance; and how to shop for insurance. A final page, titled "Where to Go for Help," lists seven relevant consumer and legal service agencies. (CBC)

ED 276 637 SO 017 283

Michael, Jean Housing Issues: A Newcomer's Guide. 5, Federation of Jewish Philanthropies of New York, NY.

Spons Agency—Department of Education, Wash-ington, DC.; Herman Muchlstein Foundation, New York, NY.

Note—38p.; For related documents, see SO 017 279-284.

279-284.
Language—English; Russian
Pub Type—Guides - Non-Classroom (055) — Multilingual/Bilingual Materials (171)
EDRS Price - MF01/P02 Plus Postage.
Descriptors—Adults, "Housing, Housing Deficiencies, Housing Discrimination," Immigrants
Identifiers—"New York (New York), "Russian

Jews
A bilingual pamphlet containing practical law-related information for recent Russian Jewish immigrants to New York City, this document addresses
housing issues. Following a brief description of the
Newcomer series, 14 questions are listed, each followed by an answer. Questions saked include the
necessity for a written lease when renting an apartment; contents of a lease; security deposits; housing
discrimination; subleasing; definitions of rent control and rent stabilization; legal responsibilities of
tenants; warranty of habitability; uncooperative

landlords and the tenant's right to withhold rent; eviction attempts; financial housing assistance pro-grams; and "co-ops". A final page, titled "Where to Go for Help," lists 14 relevant consumer and legal service agencies. (CBC)

ED 276 638

SO 017 284

Michael, Jean You and the Courts: A Newcomer's Guide. 6. Federation of Jewish Philanthropies of New York,

NY.
Spons Agency—Department of Education, Washington, DC.; Herman Muehlstein Foundation, New York, NY.
Pub Date—84
Note—36p.; For related documents, see SO 017
279-283.

279-283.
Language—English; Russian
Pub Type—Guides - Non-Classroom (055) — Multilingual/Bilingual Materials (171)
EDRS Price - MP01/P022 Plus Postage.
Descriptors—Adults, Civil Liberties, \*Courts,
Criminal Law, \*Immigrants, \*Laws
Identifiers—\*New York (New York), \*Russian

Identifiers—"New York (New York), "Russian Jews
A bilingual pamphlet containing practical law-related information for recent Russian Jewish immigrants to New York City, this document addresses the court system. Following a brief description of the Newcomer series, 9 questions are listed, each followed by an answer. Questions asked include the difference between criminal and civil law, how the court system operates, including the types of courts belonging to the system; the rights of a citizen upon arrest; what a parent can do if a child is arrested; a description of the juvenile court system; legal and illegal searches; the "grand juyr", plea bargaining, due process of law, and what to do if called as a witness. A final page, titled "Where to Go for Help," lists four legal aid service agencies. (CBC)

Mellor, Warren L., Ed. Khan, M. Athar, Ed.
Priorities in Educational Development in Pakistan: Projects and Trailing Programs. Report of
an International Seminar (Islamahad, Pakistan,
September 7-9, 1983).
Alberta Univ., Edmonton. Centre for International
Education and Development.
Report No.—ISBN-0-919987-01-0
Pub Date—85
Note—113n.

Report No.—ISBN-0-919987-01-0
Pub Date—85
Note—113p.
Pub Type—Reports - Descriptive (141) — Collected Works - Proceedings (021)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adult Education, "Curriculum, Developing Nations, "Educational Administration, "Educational Development, "Educational Opportunities, "Education, Tribes Education, "Tribes Identifiers—"Pakistan
The Center for International Education and Development (CIED) of the University of Alberta, in its commitment to share-through publication—information about new projects and policies being tried in developing countries, published the proceedings of an international seminar focusing on education in Pakistan. The meeting was the result of cooperation by CIED, Allama [Joha Open University (Pakistan), and Monash University (Australia). Included are: Introduction (W. L. Mellor); Opening Address (G. Allana); "A Management Ideology for Education in Pakistan" (W. L. Mellor); "Current Projects and Training Priorities in Punjab" (K. A. Khan); "Training in Educational Planning and Management" (M. A. Khan); "Development of Education in Tribal Areas (FATA)" (Miraj-uddin); "Current Projects and Training Priorities in Sind" (S. Abbasi); "Projects and Training Priorities in Narva Kashmir" (A. Q. Khan); "Project Priorities in Narva Kashmir" (A. Q. Khan); "Project Priorities in Narva Kashmir" (A. Q. Khan); "Project Priorities in Revision in Remarks (W. L. Mellor). (EZ) Province" (S. Kn L. Mellor). (BZ)

ED 276 640 SO 017 472
Citizenship, Multicultural, and Human Relations
Education. Minimum Standards Leadership Series, 1985.
Ohio State Dept. of Education, Columbus. Div. of
Elementary and Secondary Education.
Pub Date—Sep 85
Note—72p.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—\*Citizenship Education, Curriculum
Enrichment, Elementary Secondary Education, ED 276 640 SO 017 472

Experiential Learning, "Human Relations, "Learning Activities, "Multicultural Education Identifiers—Ohio Minimum standards for elementary and secondary schools require that courses of study provide for the following topics: citizenship, human relations education, and multicultural education. It is educationally profitable to view these as three interdependent perspectives which shape a citizen's participation in democratic life. Cultivating these citizens is the special assignment of public education, and fulfilling this obligation is a central professional challenge faced by educators today. This document is intended to provide a range of innovative and practical approaches for implementing this curricular component. It seeks to provide assistance in developing programs which incorporate the content and skills necessary for effective living within the family, school, work place, community, nation, and world. Blementary and secondary instructional activities involving some relationship to citizenship, multicultural, or human relations education are included. An appendix containing lists of resource materials and resource organizations concludes the document. (APG)

ED 276 641 SO 017 487 Initiative for the Bicentennial of the U.S. Constitu-tion. National Endowment for the Humanities (NFAH),

tios.

National Endowment for the Humanities (NFAH),
Washington, D.C.
Pub Date—86

Note—149.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plass Postage.
Descriptors—Constitutional History, Fellowships,
Governance, "Grantmanship, Program Descriptions, Program Proposals, Research Design, "Research Projects, United States History
Identifiers—"Bicentennial, "United States Consti-

Identifiers—"Bicentennial, "United States Constitution
The 200th anniversary of the United States Constitution offers a singular occasion for encouraging renewed scholarly interest in and public reflection about the principles and foundations of constitutional government. Toward that end, this publication presents categories and guidelines within each of the National Endowment for the Humanities regular grant-making divisions to promote and to solicit study and public appreciation of the history and principles of the Constitution. Contents include: "Topics of Special Interest," which lists eight suggested areas for history of the period, Constitutional principles, the United States Constitution and the world, individual rights, character of democracy, American Federalism, political institutions, and constitutional interpretation, "How to Apply," "Division of Fellowships and Seminars," which describes the criteria for the various grants for bicentennial projects, "Division of Research Programs", "Division of Education Programs", "Division of General Programs", "Division of State Programs", "This property of Programs", "Division of State Programs", "This programs", "This programs", "This programs", "This programs", "This programs", "Division of State Programs." (TRS)

E.D 276 642

Humanities Instruction in Elementary and Secondary Schools.
National Endowment for the Humanities (NFAH),
Washington, DC. Div. of Education Programs.
Pub Date—Jan 86
Note—44n

Washington, DC. Div. of Education Programs. Pub Date—Jan 86
Note—449.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF91/PC02 Plus Postage.
Descriptors—Elementary Secondary Education, Fellowships, \*Grants, High School Students, \*Humanities Instruction, \*Institutes (Training Programs), \*Summer Programs, Teacher myorkshops
The booklet summarizes information about Projects taking place in the 1986 academic year through grants awarded in the Humanities Instruction in Elementary and Secondary Schools Program. The booklet has two specific purposes: (1) to help elementary, middle, and high school teachers and administrators from public, independent, and parochial schools identify grant projects for which they might wish to apply; and (2) to give individuals from universities, colleges, schools, school systems, and cultural organizations who wish to develop a future grant proposal for an institute or collaborative project an overview of the kinds of grants that have received funding in recent grant cycles. The summarized projects are grouped into three general categories: (1) institutes for teachers and adminis-

trators; (2) collaborative projects; and (3) summer humanities programs for high school students at historically black colleges and universities. After a description of the Independent Study in the Humanities fellowship program for high school teachers, the booklet concludes with an index to the projects. (TRS)

ED 276 643

SO 017 565

ED 276 643

Shoemaker, Rebecca S.
The Constitution and Citizenship Education.

Spons Agency—Indiana Committee for the Humanities, Indianapolis; Social Studies Development Center, Bloomington, Ind.

Pub Date—86

Note—16p.; Paper presented at a Roundtable Meeting on the Constitution in the Education of Citizens (Bwarville, IN, September 25, 1986).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MP0I/PC01 Plus Postage.

Descriptors—Citizen Participation, \*Citizenship Education, Community Education, Critical Thinking, Bementary Secondary Sducation, Covernmental Structure, Political Influsences, \*Political Issues, \*Social Studies, \*Values Education.

Governmental Structure, Political Influences, 
"Political Issues, "Social Studies, "Values Education
identifiers—Power, "United States Constitution
The paper takes the position that the study and
understanding of the United States Constitution
should be a critical part of citizenship education,
especially as its Bicentennial spproaches. Several
factors suggest that the Constitution has become the
most durable document of its kind in history, and
that its teaching should be centered in both the
school and the community. It is proposed that the
teaching of citizenship education could be adtreased through three topics: (1) principles, including federalism, separation of powers, checks and
balances, the concept of limited government, and
the distinction between a democracy and a republic;
(2) issues, including judicial review, the power
struggle between states and the national government, civil liberties, changing the document, and
other controversial subjects, and (3) values, such as
representative government, respect for rights, divided responsibilities, and tradition. (TRS)

ED 276 644

SO 017 606

The Legal Situation of Women in Latin America and the Caribbean Defined according to the Resolutions and Mandates of the United Nations System. Volume 2: Badis, Proposals, Methodelogy, and Information Analysis.

Beonomic Commission for Latin America (UN), Santiago (Chile); United Nations Economic and Social Council, New York, N.Y.

Report No.—ECLA-E/CEPAL/CRM.3/L.5/Add 1

Add.1
Pub Date—Jun 83
Note—32p.; A report prepared for the Regional
Conference on the Integration of Women into the
Boonomic and Social Development of Latin
America and the Caribbean (3rd, Mexico City,
Mexico, August 8-10, 1983). For Volume II, see
SO 017 607. For the conference report, see SO
017 614. Original report in Spanish.
Pub Type—Information Analyses (070) — Reports
Evaluative (142) — Speeches/Meeting Papers
(150)
EDBS Price - MBH/BC02 B)—Batter

(150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Civil Rights Legislation, Developing Nations, \*Discriminatory Legislation, \*Permales, \*Perminsm, Foreign Countries, \*Latin Americans, Sex Role, Socioeconomic Status, Womens Education, Womens Studies
Identifiers—\*Caribbean, \*Latin America, Womens

Educations, womens suscered lidentifiers,—"Caribbean, "Latin America, Womens Suffrage
This document describes the basis, proposals, methodology, and informational analyses of a study on the resolutions and mandatas enacted by of the United Nations system which have a special concern for the legal situation of women in Latin America and the Caribbean. It includes both resolutions (conventions) which constitute international legislation, and those resolutions and mandates which merely orient the actions of governments. Specific aspects of the legal situation of women which go beyond the limit of this study are proposed for future considerations and research. Recommendations call for the dissemination of information, research and review among the United Nations member states in general and the governments of the region in particular on the legal status of women, and actions designed to promote the legal equality of women according to principles contained in reso-

lutions and mandates emanating from the United Nations system. Notes and a three-page bibliogra-phy are provided. (SY)

ED 276 645

The Legal Situation of Latin American and Caribbean Women as Defined according to the Resolutions and Mandates of the United Nations System. Volume II: File Sheets of Resolutions on the Legal Situation of Women.

Beconomic Commission for Latin America (UN), Santiago (Chile); United Nations Economic and Social Council, New York, N.Y.

Report No.—ECLA-E/CEPAL/CRM.3/L.5/Add.1

Report Add.1

Social Council, New York, N.Y.

Report No.—ECLA-E/CEPAL/CRM.3/L.5/
Add.1

Pub Date—Jul 83

Nota—287p.; A report prepared for the Regional Conference on the Integration of Women into the Economic and Social Development of Latin America and the Caribbean (3rd, Mexico City, Mexico, August 8-10, 1983). For Volume I, see SO 0.17 606; for the conference report, see SO 0.17 606; the conference report, see SO 0.17 606; the conference report, see SO 0.17 606; for the conference report, see SO 0.17 606; for the conference report, see SO 0.17 606; for the conference report, see SO 0.17 608; for Volume I, see SO 0.17 608; for SO

ED 276 646

SO 017 608

Latin America: Analysis of the Social Problems
Affecting Women in Various Sectors.

Economic Commission for Latin America (UN),
Santiago (Chile); United Nations Economic and
Social Council, New York, N.Y.

Report No.—ECLA-E/CEPAL/CRM.3/L-7

Pub Date—Jun 83

Note—54p.; A report prepared for the Regional
Conference on the Integration of Women into the
Economic and Social Development of Latin
America and the Caribbean (3rd, Mexico City,
Mexico, August 8-10, 1983). For the conference
report, see SO 017 614. Original report in Spanish.

Pub Type— Information Analyses (070) — Reports - Evaluative (142) — Speeches/Meeting Papers

Pilo 13ps — Svaluative (142) — Special — Evaluative (142) — Special — Evaluative (143) — Special — Evaluative (143) — Special — Special

Nations Decade for Women, Womens Suffrage
The report discusses the conceptual framework of
a study, built around three central ideas: the type of
social entity in which women predominantly carry
out their activities, sexual stcreotypes, and cultural
norms. The report discusses the class situation of
women, and updates the information regarding the
situation of women in education, employment,
health, housing, political participation, legislation,
and public administration. It also incorporates new
areas such as environment, energy, and science and
technology. Notes and a four-page bibliography are
included. (SY)

ED 276 647
Report of the Regional Conference on the Integra-tion of Women into the Ecosomic and Social Development of Latin America and the Carib-hean (3rd, Mexico City, Mexico, August 8-10, 1983). SO 017 609

1983).

Beonomic Commission for Latin America (UN),
Santiago (Chile); United Nations Beonomic and
Social Council, New York, N.Y.
Report No.—ECLA-B/CEPAL/CRM.3/L.8;
ECLA-E/CEPAL/G.1265

Report No.—ECLA-B/CBPAL/CRM.3/L.8;
ECLA-E/CEPAL/G.1265
Pub Date—Dec 83
Note—32p; For documents prepared for this conference, see SO 017 606-608.
Pub Type—Collected Works - Proceedings (021) —
Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Conferences, Developing Nations, Economics, \*Pemales, Foreign Countries, Latin Americans, Socioeconomic Status
Identifiers—"Caribbean, "Latin America, United Nations Decade for Women, Womens Suffrage The minutes of the Conference, recording the place, date, attendance, election of officers, agenda, and summaries of major speeches, comprise this document. Adopted resolutions and relevant discussions are presented. These include: (1) guidelines for regional and national sctions simed at improving the status of women; (2) short-term measures to promote the integration of women in development; (3) integration of rural women into development; (4) peace in Central America for the integration of women into development beyond the end of the United Nations Decade for Women; (7) future of the voluntary fund for the United Nations Decade for Women; (7) future of the voluntary fund for the United Nations Decade for Women; (7) future of the women; (8) coordinators of women's programs in the Mexico/Central America/Cuba subregion and at the Caribbean subregion; (9) women's contribution to family income; (10) financial and technical support for specific programs; (11) review of educational texts and programs, and (12) recreational programs. (SY)

SO 017 610

ED 276 648

SO 017 610

The Rural Wessan in Latin America: A Social Actor in the Past Decade (1975-1984).

Economic Commission for Latin America and the Caribbean, Santiago (Chile); United Nations Economic and Social Council, New York, N.Y.

Report No.—ECLAC-LC/L.312(Conf.77/3)

Pub Data—Oct 34

Note—54p.; A report prepared for the Regional Meeting for Latin America and the Caribbean in preparation for the World Conference to Review and Appraise the Achievements of the United Nations Decade for Women: Equality, Development, and Peace (Havana, Cuba, November 19-23, 1984). For the conference report, see SO 017 614. Original document in Spanish.

Pub Type—Information Analyses (970) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Ptes Postage.

(150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Agricultural Laborers, Agricultural Coccupations, "Agricultural Production, Agriculture, Birth Rate, Developing Nations, Economics, Family Role, Family Status, "Females, Foreign Countries, "Latin Americans, Poverty, \*Sex Role, Coccupations, "Latin Americans, Poverty, \*Sex Role, Coccupations, "Latin Americans, Poverty, \*Sex Role, Coccupations, "Latin Americans, Poverty, \*Sex Role, Coccupations," Latin Americans, Poverty, \*Sex Role, Coccupations, Poverty, \*Sex Role, Coccupations, Poverty, \*Sex Role, Coccupations, \*Latin Americans, Poverty, \*Sex Role, Coccupations, Poverty, \*Sex Role, Coccupa

Countries, "Latin Americans, Poverty, "Sex Role, Socioeconomic Status Identifiers—"Caribbean, Latin America, "Rural Women, United Nations Decade for Women, Womens Suffrage
The status of women viewed against the background of the United Nations Decade for Women is examined with emphasis on the world context, the Latin American context, and the context of rural women in the region. It describes attempts at categorization of rural women in Latin America based on the main types of agricultural economy in the region and centered on the position occupied by

women within the peasant strata and their main activities. It also discusses the many roles of peasant women and the situation of wage-earning women, how much they earn and how they allocate their incomes. The impact of modernization has been analyzed with special reference to the family. Differences in family types are described according to peasant strata and regions within the same country, it appears that official documents have covered the basic aspects of recommendations and policies, sometimes in detail. A six-page bibliography is appended. (SY)

ED 276 649

Report of the Group of Experts on Operational Strategies for the Advancement of Women up to the Year 2000 (Santiago, Chile, Docember 3-5, 1963).

Strategies for the Advancement of Women up to the Year 2000 (Santiago, Calle, December 3-8, 1943).

Boonomic Commission for Latin America and the Caribbean, Santiago (Calle),; United Nations Economic and Social Council, New York, N.Y. Report No.—BCLAC-LC/G.1322
Pub Date—Sep 84
Note—12p.; A reference document prepared for the Regional Meeting for Latin America and the Caribbean in Preparation for the World Conference to Review and Appraise the Achievements of the United Nations Decade for Women: Equality, Development, and Peace (Havana, Cuba, November 19-23, 1984). For the conference report, see \$0.017 614. Original document in Spanish. Pub Type—Reports—General (140) — Speeches/Meeting Papers (150)

EDRS Price - MFUL/POI Plus Postage.
Descriptors—Developing Nations, Family Role, \*Females, Feminism, Foreign Countries, \*Flatin Americans, Sex Role Identifiers—\*Caribbean, Latin America, United Nations Decade for Women, Womens Suffrage The report includes an analysis of the regional situation, trends, and prospects for the advancement of women. It includes a declaration of principles recognizing that the investigations and discussions are held within the context of the United Nations system and within the consideration of the progress made during the United Nations Decade for Women in Latin America and the Caribbean. Anticipated scenarios and progress made in the process of overcoming discrimination of women ince the 1975 Mexico Conference are discussed. Concern is expressed about the persistent lag regarding the division of work between the sexes, the continuation of the practice of assigning subsidiary roles to women, and the limitations based on class and sex, especially with respect to the socialization of daily production. Intra-regional differences with respect to the status of women are noted. The meeting concludes that the provisions of the convention on the elimination of of the convention on the elimination of the convention on the region are discussed. A final recommendation colls for the extension of the

ED 276 650

Contribution to the Appraisal of the United Nations Decade for Women and to the Design of Strategies for the Future.

Economic Commission for Latin America and the Caribbean, Santiago (Chile); United Nations Economic and Social Council, New York, N.Y.

Report No.—ECLAC-LC/L.313(Conf.77/4)
Pub Date—Oct 84

Note—63p.; A reference document prepared for the Regional Meeting for Latin America and the Caribbean in Preparation for the World Conference to Review and Appraise the Achievements of the United Nations Decade for Women: Equality, Development, and Peace (Havana, Cuba, November 19-23, 1984). For the conference report, see SO 017 614. Original document in Spanish.

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Information Analyses (070)

EDRS Price - MPDI/PC03 Plus Postnes.

(070)

Descriptors—Civil Rights, Developing Nations, Employment, Family Role, Family Status, \*Females, Foreign Countries, \*Latin Americans, Sex Discrimination, Sex Role, Sex Stereotypes, \*Social Problems, Socioeconomic Status, \*Womens

Studies
Identifiers—\*Caribbean, Latin America, United
Nations Decade for Women, Womens Suffrage
Prepared to support the efforts of a series of international conferences on the economic and social
status of women, this report focuses on Latin American and Caribbean issues and reviews conference
directives and goals. Calling attention to the difficulties relating to the evaluation of the status of
comen, the report mentions the political and social
changes which have occurred in the region and
which make the situation more complicated. The
indicators that are available concerning achievements made by women during the past decades are
reviewed. The report discusses the main obstacles to
the integration of women, reviews some aspects of
planning and social policies, and makes some remarks on the future, including the possible updating
of the Regional Plan of Action on the Integration of
Women into the Economic and Social Development
of Latin America and the Caribbean. (SY)

of Latin America and the Caribbean. (SY)

ED 276 651

Solicited Publications Propared by ECLAC during the United Nations Decade for Woman: Equality, Development, and Peace.

Beonomic Commission for Latin America and the Caribbean, Santiago (Chile); United Nations Sconomic and Social Council, New York, N.Y.

Report No.—ECLAC-LC/L-320(Conf.77/5)

Pub Data—6 Nov 84

Note—28p.; A bibliography prepared for the Regional Meeting for Latin America and the Caribbean in Preparation for the World Conference to Review and Appraise the Achievements of the United Nations Decade for Women: Equality, Development, and Peace (Havana, Cuba, November 19-23, 1984). For the conference report, see SO 017 614. Original document in Spanish.

Pub Type— Reference Materials - Bibliographies (131)

EDRS Prics - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Developing Nations, Employment, Family Role, Family Status, "Females, Foreign Countries, "Latin Americans, Sex Discrimination, Sex Role, Social Froblems, Socioeconomic Status, "Womens Studies" (Paribbean, Latin America, "United

Status, "Females, Foreign Countries, "Laum Americans, Sex Discrimination, Sex Role, Social Problems, Socioeconomic Status, "Womens Studies Identifiers—"Caribbean, Latin America, "United Nations Decade for Women, Womens Suffrage This document contains a bibliographical listing of the 70 major studies carried out by the Bonomic Commission of Latin America and the Caribbean (BCLAC) on the participation of women in the development of the region and the measures taken to eliminate discrimination. The list, which contains both publications in English and Spanish, has been organized chronologically in order to give ar idea of how the subject has been dealt with throughout the Decade of Women proclaimed by the United Nations. An annotated bibliography, containing summaries of approximately 35 publications dealing with especially relevant topics, is then offered. (SY)

ED 276 652

SO 017 614
Report of the Regional Meeting for Latin America and the Caribbean in Preparation for the World Conference to Review and Appraisa the Achievements of the United Nations Decade for Womea: Equality, Development, and Peace (Havann, Caba, November 19-23, 1964).
Economic Commission for Latin America and the Caribbean, Santiago (Chile); United Nations Economic and Social Council, New York, N.Y. Report No.—BCLAC-LC/G.1339
Pub Date—6 Nov 84
Note—38p.; For documents prepared for this conference, see SO 017 610-613. Original document in Spanish.
Pub Type—Collected Works—Proparation (1984)

rerence, see SU 017 810-813. Original document in Spanish.

Pub Type—Collected Works - Proceedings (021) —
Reports - Descriptive (141)

EDRS Price - MF01/PC02 Piss Fostage.

Descriptors—Developing Nations, Employment,

"Females, Foreign Countries, Health, "Latin Americans, Literacy, Social Problems, Socioeconomic Status, Womens Education Identifiers—"Caribbean, Latin America, "United Nations Decade for Women, Womens Suffrage
The minutes of the regional meeting (for Latin America and the Caribbean) summarize discussions pertaining to the critical review and appraisal of the progress achieved and the formulation of strategies for the advancement of women up to the year 2000.

They suggest concrete measures for overcoming obstacles to the realization of the goals and objectives of the United Nations Decade for Women, particu-

larly in the areas of employment, health, and educa-tion. Statements by the Secretariat, representatives of countries, and international agencies attending the meeting are recorded. Strategies for the future and specific measures for the advancement of women up to the year 2000 at the national, regional, and international levels are suggested. Two brief lists of working papers and reference documents related to this conference are appended. (SY)

SO 017 631

ED 276 653 SO 017 631

Womser: Know Your Rights. Revised Edition.
Maryland State Commission for Women,
Baltimore.
Pub Date—May 82

Note—39p.
Pub Type— Guides - General (050) — Reports General (140)
EDRS Price - MP01/PC02 Plus Pestage.
Descriptors—Adults, "Civil Rights, Consumer Protection, Credit (Finance), Disabilities, Divorce,
"Employed Women, Females, Feminism, Health
Services, Housing Discrimination, Marriage, Occupational Safety and Health, Pregnancy, "Sex
Discrimination, Unemployment
Identifiers—Equal Rights, Hequal Rights Amendment, "Maryland, Property Rights, Social Security Benefits
The booklet furnishes general information to the
women of Maryland about the Equal Rights
Amendment of the Maryland Constitution. One
hundred and three questions and answers concerning women's rights are organized into four topics:
(1) employment, including employment rights, labor laws, workmen's compensation, unemployment
insurance, pregnancy disabilities, and social security; (2) marriage and divorce, including property
rights, and transmission of property upon death; (3)
finances, including credit, consumer laws, and housing;
and (4) health, including health services and
medicare/medicaid. Additional information
sources are listed under the headings of discrimination, employment, legal matters, credit, consumer
protoction, family matters, health, and housing.
(TRS)

protection, family matters, health, and housing. (TRS)

ED 276 654

Kelly, Francis D. And Others
Toward Effective Parish Religious Educations for Children and Young People. A National Study.
National Catholic Educational Association, Washington, D.C.; Search Inst., Minneapolis, MN.
Pub Date—86
Note—119p.; Appendixes B and C contain small print.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MFBI/PC05 Plus Postage.
Descriptora—Catholic Educators, "Catholic Schools, "Church Programs, Elementary Secondary Education, "Ethical Instruction, "Religious Education, Telological Education
Parish religious education programs for children and young people are examined with emphasis on how these programs are administered and operated, how students evaluate them, and what organizational and program factors are characteristic of particularly effective programs. Nominations for effective programs were solicited from 83 dioceses, and 258 nominations were received. Three methodologies were used to examine these programs selected site visits; a staff survey at each site; and a survey of a random sample of students at each site. One hundred and forty-six parishes cooperated in the surveys for a return rate of 57 percent. The body of the report is divided into five chapters. Chapter 1 discusses administrative and program factors. Chapter 2 examines student religious behavior, beliefs, values, and influences. Chapter 3 presents student values and influences. Chapter 3 presents student religious behavior, beliefs, values, and influences. Chapter 3 presents student values and influences chapters of presents student religious behavior, beliefs, values, and influences. Chapter 3 presents student religious behavior, beliefs, values, and influences chapter 5 includes a summary and examines some implications. The report concludes with a listing of 33 major findings compiled from chapters in the stream of the project consulants and appendix F presents a list of participating parishes. (RSL)

ED 276 655 SO 017 639 Slawski, Carl A Unit Concept for GST: "Change in Relation-

ables."

Pub Date—Jul 86

Note—25p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education/American Educational Research Association Conference (San Francisco, CA, October 28-30, 1984).

But Tyre—Species/Meeting Papers (150) — Re-

sociation Conference (San Francisco, CA, October 28-30, 1984).

Peb Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF9L/PCD1 Plus Pestage.

Descriptors—Higher Education, Sociology, "Systems Analysis, Systems Approach, Systems Development

Identifiers—"General Systems Theory

A change in focus of much of the work of the Society for General Systems Research for greater impact, relevance, and productivity is suggested. Tentative unit concepts for 23 areas of study or disciplines are explored. A unit concept is defined as the central, pivotal concepts around which virtually all other basic concepts in a field revolve. The unit concepts employed in this paper focus on the mechanism(s) that explain the causes of change in the system under study in a global way. The presumption is that the basic problem of how order is possible is the central issue of any science. Alternatively, a more encompassing approach emphasizes the explanation of change in an individual (unit) in the face of conflict between two or more units under investigation. As a result, a deeper understanding of the structure of the units under study at two or more points in time is possible while still focusing on the mechanisms(s) by which the units change. What is accomplished is more than a mere static analysis of structure or hierarchy at only one or two points in time. (REL)

ED 276 656 SO 017 64
Nelson, Linden
Cognitive Consistency in Beliefs about Nuclear
Wessensen SO 017 643

Cognitive Consistency in Benters arous reaccear Weapens.
Pub Date—May 86
Note—15p.; Paper presented at the Annual Meeting of the Western Psychological Association (Seattle, WA, May 3, 1986).
Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)
EDRS Price - MFDL/PCDI Plus Postage.
Descriptors—Patitude Messures, \*Disarmament, Higher Education, Nuclear Warfare, Questionnaires, Research Design, Research Projects, Surveys

Higher Education, Nuclear Warfare, Questionaires, Research Design, Research Projects, Surveys
Identifiers—"Nuclear Preeze, "Nuclear Weapona,
United States, USSR
The paper details a study supporting the hypothesis that people's opinions about nuclear arms control are influenced by their logically relevant beliefs about nuclear weapons, nuclear war, and the Soviet Union. The hypothesis should not be construed to imply that these beliefs are the only influences or the most powerful influences on arms control opinions for most citizens today. Rather, if most citizens are ambivalent and uncertain shout arms control, and are probably also uninformed and uninvolved regarding this issue, their opinions may be strongly influenced by additional variables. Subjects were students (N=183) at the California Polytechnic State University who completed the Nuclear Wespons Policies questionnaire near the beginning of the summer quarter and sgain near the end of the quarter. (Seventy-two students withdrew or were absent for the second testing.) Three beliefs were shown to relate to opinion about arms control. (1) "Superiority is important"; (2) "Nuclear war is unlikely if the arms race continues"; and (3) "The Soviets are insincere and untrustworthy about arms control. These beliefs appear to function as psychological barriers to supporting arms control. An evaluation of the effects of three educational interventions provided some support for the hypothesis that logically relevant information and arguments may influence people to become more favorable toward arms control proposals. Tables showing attitude scales of the Nuclear Weapons Policies questionnaire, correlations between beliefs and arms control opinion, psychological barriers to arms control, and pre and post treatment means scores and comparisons, and an appendix outtining the psychology of the nuclear arms race conclude the document. (TRS)

ED 276 657

Nelson, Linden, Comp.
Psychology and Nuclear Weapon Issues: Topics,
Concepts, and Bibliography.
Pub Date—Aug 86
Note—14p. SO 017 644

Pub Type— Reference Materials - Bibliographies (131)

EDRS Price - MF01/PCB1 Plus Postage.
Descriptors—Books, Citations (References), Higher Education, "Nuclear Warfare, Peace, Policy Formation, "Pythology, Public Opinion, Social Science Research Identifiers—"Nuclear Warfare, Peace, Political Action, United States, USSR
The document outlines 15 topics, each with concepts and selected references, to illustrate the relevance of psychology for understanding and coping with the threat of nuclear war. Awareness of the literature is intended to encourage psychologists to become more active in applying psychologists concepts to nuclear weapons issues. The articles and books selected for the extensive but not exhaustive bibliography deal explicitly with nuclear weapons issues and are either authored by psychologists or are substantially psychological in content or methodology. The topics include: (1) apathy about the threat of nuclear war; (2) scenarios for nuclear war (psychological determinants); (4) U.S. and Soviet perceptions (enemy perception processes and effects); (3) the psychology of deterrency; (6) nuclear weapon policy-making processes; (7) crisis management; (8) tension reduction, cooperation, and arms control; (10) psychological effects about nuclear war; (10) psychological effects about nuclear war; (11) public opinion on nuclear war issues; (12) approaches for promoting positive attitudes toward arms control; (13) determinants of psychology in the development of nuclear weapon policy. (TRS)

SO 017 645 ED 276 658 Ediger, Mariow Social Studies in the Elementary School. Pub Date—36 Pub Date

Social Stadies in the Elementary School.
Pub Date—56
Note—340.
Pub Type— Opinion Papers (120) — Guides Classroom - Teacher (052).
EDRS Price - MF01/PC02 Plus Fostage.
Descriptors—Güizenship Education, "Course Content, Carriculum Development, "Curriculum Enrichment, Educational Objectives, Elementary Education, "Elementary School Curriculum, "Instructional Innovation, "Social Studies
Since the world is "shrinking" in size due to better transportation and communication, it is important for students to study world issues in the social studies. Problems on the world socue make it important that pupils have the requisite understandings, skills, and attitudes to engage in problem-solving activities in the classroom. Teachers, principals, and supervisors must study the following issues to develop a modern social studies curriculum: (1) objectives in the social studies; (2) trends in teaching social studies; (3) scope and sequence among units of study; (4) materials used in teaching; (5) reactiness of pupil for learning; (6) number of units taught in a year; (7) observance of the curriculum; (9) use of specific objectives; (10) thorough evaluation of pupil achievement; (11) democratic living in the classroom; (12) use of maps and globes in the social studies; (3) current affairs. Examples of ideas and activities are provided for each objective. (APC)

ED 276 659

ED 276 659 SO 017 665 Hayden, Rose L.
Building American Competence in World Affairs.
Pub Date—86
Note—21p.

Note—21p.

Pub Type— Speeches/Meeting Papers (150) —
Opinion Papers (120)

EDRS Price - MF91/PC01 Plus Postage.
Descriptors—\*Cross Cultural Training. \*Cultural
Awareness, Elementary Secondary Education,
Poreign Culture, Higher Education, \*International Studies. \*International Trade, \*Second
Language Instruction, \*State Agencies, World Affairs

fairs

In order to build United States competence in world affairs a strengthening of foreign language and international studies programs is required. Few would argue that the United States should not possess an educational system which produces at least a minimal cadre of experts about other peoples and cultures. Our national security requires brainpower as well as fire power. Professionals must be educated for business and government careers who are capable of transacting negotiations on an international

basis. It is no overstatement to assert that the current educational system does not produce such graduates; on a national basis only 1 of 20 high achool students ever studies French or Spanish beyond the second year, and fewer than 3% of high school graduates reach any meaningful proficiency in a foreign language. As a people, United States citizens have not been conditioned or trained to believe that an awareness of the world beyond national borders is all that important. As a result, the U.S. competitive edge is being dulled. The paper provides: (1) an overview of the national scene involving international education, (2) highlights of a survey of state education agency activity, (3) a list of areas where state agencies can become positively agaged in educational improvements, and (4) evision of a new federal agency which could be created to lend support to the states in this area. (BZ)

SO 017 670

ED 276 660 SO 0.17 67.
Blcentennial of the Constitution, Commemoration of the Anniversary of the Constitution and the Approaching Blcentennial Celebration. Hearing before the Sabcommittee on the Constitution of the Committee on the Judiciary, Senate, Ninsty-Niath Congress, First Session (September 17, 1985).

1983).
Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.
Report No.—Senate-Hrg-99-399
Pub Date—86
Note—57p.; Serial No. J-99-51. Portions contain small or light type.
Pub Type—Legal/Legislative/Regulatory Materials (090)
EDRS Price - MP01/PC03 Plus Postage.
Descriptors—"Constitutional History, Constitutional Law, Government (Administrative Body), "Government Role, Hearings, Higher Education, Meetings, Secondary Education Identifiers—"Bicentennial, Congress 99th, "United States Constitution

States Constitution
Minutes of a hearing of the Senate Subcommittee
on the Constitution are presented, beginning with
opening statements from four United States senaters (Hatch, Grassley, Thurmond, DeConcini) concerning the significance of the United States
Constitution and its doctrine of the diffusion of
powers. The core of the minutes includes the prepared statements of five secondary and post secondary students who have done extensive studies on the
constitutional doctrine of checks and balances.
Each easay looks at the system of checks and balances from the individual student's viewpoint, with
each highlighting various historical events affected
by this particular power. All of the essays point out
the stability and value of the Constitution based on
this power. The minutes conclude with each student
commenting on the possible need for an amendment
in the area of checks and balances. (TRS)

ED 276 661 SO 017 67:
Ragan, Fred D.
Willie Jones: The Alternate View of a North
Carolina Antifrderalist.
Pub Date—36 SO 017 673

Pub Date—86
Note—16p.; Paper presented at the Annual Symposium on History and the Social Studies (22nd, Greeaville, NC, September 26, 1986).
Pub Type— Speeches/Meeting Papers (150) —
Historical Materials (060) — Opinion Papers (120).

(120)

Historical Materials (060) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Conservatism, Constitutional History, Federal Regulation, \*Federal State Relationship, Governmental Structure, Government Role, Liberalism, \*Political Insues, Political Issues, Political Issues, Political Power, Political Issues, Political Power, Political States History Identifiers—North Carolina, \*Power Strategies, \*Power Struggies, United States Constitution The paper traces the life of the 18th century North Carolinan planter Willie Jones and his transformed political stance from traditional commitment to the Crown to a new constitutional Sain in republicanism. Jones \*political career and struggles are noted through the Revolutionary era and the controversy of centralized versus decentralized government that followed. Jones became the undisputed leader of the radical faction of republican politicians in North Carolina and favored popular control over the government. Declining to be a delegate to the Constitutional Convention, he nevertheless significantly changed the temper of North Carolina's delegation by taking a conservative and Antifederalist stance to prevent government oppression. His unique position advocated a free and

independent state, democratic administration, as improved education for the people. Thou thwarted to an extent by a bill of rights that eas Antifederalist apprehensions, his death did not en his influence and his tradition still has local influence ence today. (TRS)

ED 276 662 SO 017 675 Miller, Steven L. Economic Analysis and Assumptions in Global

SO 017 681

ED 276 663

SO 017 681

Arnoldan, Larry M.
Writing, Reasoning and 10 Year Olds.
Pub Date—8p.
Pub Type—Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Abstract Reasoning, Educational Improvement, "Educational Objectives, Grade 5, Intermediate Grades, "Social Studies, Writing (Composition)
Children's natural curiosity should be more adequately satisfied, resarch has suggested—especially in grades 4 to 6. Traditionally, the scope and sequence approach which is a learning-what-others think or have thought rather than a learning-to-think-for-oneself method begins during the middle school years. It is interesting to observe that thinking has been found to be a common phenomena among young people outside the school but not in the classrooms. By the time most have become adults they have largely stopped thinking, It has been claimed by Hofstadter that United States society as a whole devalues thinking except under certain controlled circumstances. The task of developing soundly educated (thinking) people is therefore not simply a school task: it is also a societal task. Even though educator need to be careful implementation, there is much opportunity, for individual teachers especially, to explore and experiment with thinking experiences in their clasarooms. An experience that involved devising a plan to help educators improve social studies education in grades K through 12 is here recounted in this paper.

(EZ)

ED 276 664 SO 017 682

Karistad, Maureen Synk
Art in a First Grade Classroom.
North Dakots Univ., Grand Forks. Center for
Teaching and Learning.
Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Collected Works - Serials (022)
EDRS 7rice - MP01/F001 Plus Postage.
Descriptors—"Art Activities, Art Education, Art
Expression, "Childrens Art, "Classroom Environment, Creative Activities, "Creative Art, Elementary School Curriculum, "Grade 1, Imagination, Primary Education, Teaching Methods
Imagination is central to our ability to understand

reality. Parents and teachers should foster creative processes which facilitate the development of imagination in children. Expensive equipment or artistic expertise is not necessary to help children develop their imaginations. Instead, it is more important for teachers to allow children the time to include in the creative process. Suggestions for helping create an effective art environment are given. First, allow children to help plan sessions. A chance to assist in structuring the environment gives them a valuable sense of control over what they are doing and makes the creative process more meaningful. Second, set up a non-competitive atmosphere which values self-expression and description. Try to make art meaningful by supporting each child's individual style. Third, focus on the affective sapects of creativity. Curiosity, openness to experience, self-confidence, and use of imagination are primary affective aspects of the creative process. Fourth, observe children with a research frame of mind. A heightend sense of awareness allows for observation of connections, patterns, and insights which help teachers understand children. Fourteen references of books which promote creativity are included. (SY)

ED 276 665 SO 017 688

ED 276 665

Parker, Franklin Parker, Betty June
Education in the People's Republic of China, Past
and Present: An Annotated Bibliography.
Pub Date—86
Note—854p.
Available from—Garland Publishing, Inc., 126
Madison Avenue, New York, NY 10016
(\$90.00).
Pub Type—Reference Materials - Bibliographics

Madison Avenue, New York, NY 10016 (\$90.00).

Pub Type— Reference Materials - Bibliographies (131) — Books (010)

EDRS Price - MP65 Plus Postage, PC Not Avaliable from EDRS.

Descriptors—Abstracts, Annotated Bibliographies, Asian Studies, Chinese, "Chinese Culture, "Education, Educational Development, "Educational History, Research Tools Identifiers—"China Designed to provide a resource to scholars, students, and other professionals needing to understand the role of education in the People's Republic of China, this work begins with an extended (26 pages) essay about China's educational enterprise: thistory, development, prospects, and problems. An annotated bibliography comprised of over 3,050 entries divided into 71 subject categories follows the essay. ERIC accession numbers are cited when available. Detailed author and subject indexes to all entries are provided. The entries consist of "the most useful and easily located books, monographs, pamphlets, regularly and occasionally issued serials, scholarly papers, and selected major newspaper accounts dealing in a significant way with public and private education in the People's Republic of China before and since 1949." (TRS)

ED 276 666 SO 017 700

White, Caryn
East Asia: The Yale Outreach Catalogue.
Yale Univ., New Haven, CT. Council on East Asian

East Asia: The Yale Outreach Catalogue.

Yale Univ., New Haven, CT. Council on East Asian Studies.

Pub Date—87

Nots—72p.

Pub Type—Reference Materials - Directories/Cataloga (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Area Studies, Audiovisual Aida, "Cultural Centers, Elementary Secondary Education, Information Centers, "Information Services, Muscums, "Outreach Programs, Postsecondary Education, Publications Identifiers—"China, "Japan, "Korea

The East Asian Outreach Program at Yale University seeks to promote increased understanding of the countries of East Asia (China, Japan, and Korea) through educational and cultural programming for educators, businesses, community organizations, and the general public on a national basis. In addition to information concerning the services, activities, and publications of the East Asian Outreach Program, the catalog includes relevant information concerning the services, activities, and publications of the East Asian Outreach Program, the catalog includes relevant information con. The East Asian Outreach Center, Yale University Libraries, Museums and Special Collections, and Organizations. (BZ)

ED 276 667

SO 017 705

ED 276 667 SO 017 705 Parker, Franklin School Reform: Past and Present. Pub Date—86

Note—12p.
Pub Type—Historical Materials (060) — Opinion Papers (120)
EDES Pries - MP01/PC01 Plus Postaga.
Descriptors—Balucational Change, Educational Development, \*Balucational History, \*Balucational Development, \*Balucational History, \*Balucational Improvement, \*Balucational Trends, Elementary Secondary Education Identifiers—\*Nation at Risk (A)
United States educational history is full of uncertain reform attempts beginning with colonial New England's school reform goal of salvation in this world as a preparation for eternal life in the next. A more practical type of education characterized the Early National Period. Monitorial schools and communal schools, as in New Harmony, Indiana, preceded the common school worden, the major nineteenth century school reform. Led by Horace Mann in Massachusetts, Heary Barnard in Consecticut and Rhode Island, and similar leaders in other states, the common school was open to all, state tax supported, and in time, compulsory. The reform was spread by Jacksonian democrata, newspapers and educational journals, and enlightened speakers on the American lyocum circuit in town halls across the nation. Changing conditions, 1893–1918, transformed the high school from an enlite to a pleebelan, multipurpose, comprehensive institution. The child-centered progressive education movement, 1890–1930s, also had a leveling effect. Reformed to meet the multiple needs of mass enrollments, the high school inevitably lowered its academic standards for the average and below average. In times of national crisis many so-called school reforms appeared briefly. Today hard choices and creative solutions potentially may confer upon teachers the authority, autonomy, responsibility, and respect that they deserve. (BZ)

ED 276 668 SO 017 706

ED 276 668 SO 017 706
Ton, C. F. Joseph
BASIC Programming for the Integration of
Money, Demand Deposits Creation, and the
Hicksian-Keynesian Model.
Pub Date—12 Apr 86
Note—26p.; Paper presented at the Annual Meeting of the Eastern Economic Association (Philadelphia, PA, April 12, 1986).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Computer Programs
(101)

(101)

ruo 1ype—Specites/Meeting rapers (130)—Research (143)—Computer Programs (101)

EDRS Price - MPUL/PC02 Plus Postage.

Descriptors—Banking, College Instruction, "Computer Simulation, "Seconomics, "Economics Education, "Beconomics Education, "Geomomics Education, Butter Education, Monetary Systems Identifiers—BASIC Programing Language Money, banking, and macroeconomic textbooks traditionally present the topics of money, the creation of demand deposits by depository institutions, and the Hicksian-Keynesian Theory of Income and Interest separately, as if they were unrelated. This paper presents an interprated approach to those subjects using computer programs written in BASIC, the computer programming language. Three computer programs are described, each annotated with explanations referring to statements in the program. Program I determines the maximum amount of deposits that the depository institute can support. Program 2 demonstrates the Hicksian-Keynesian model of income and interest. Program 3 combines Program I and Program 2 to create an integrated analysis providing an opportunity to study changes in the money supply due to changes in the conditions regulating the operations of the depository institutions. It also examines changes in the equilibrium level of income and interest due to changes in the behavior of the general public on cash balance, investment, and savings, Printouts of each computer program and the results of program exercises are included. Possibilities are given for customization and modification of the programs. (APG)

ED 276 669 SO 017 710
Pasternak, Burton
Marriage and Fertility in Tianjia, China: Fifty
Years of Transition.
East-West Center, Honolulu, HI.
Report No.—ISBN-0-86638-080-9
Pub Date—Jul 86
Note—869.
Available from—East-West Center, 1777 EastWest Road, Honolulu, HI 96848 (\$3.00).
Pub Type— Reports - Research (143)
EDRS Price - MP01/PC04 Plus Postage. ED 276 669 SO 017 710

Descriptors—Access to Education, \*Birth Rate, \*Community Change, \*Demography, Educational Opportunities, Foreign Countries, Higher Education, Income, Marriage, \*Population Trends, Social Change
A report of research conducted in Tianjin, People's Republic of China (September 1981-January 1982) describes and analyses changes in family structure, marriage, post-marrial residence, and fertility in a neighborhood of factory workers over a 50-year period. Social and economic changes such as delayed marriage, increased access to education, and the entrance of women into the labor force were accompanied by a decline in fertility. But modernization theory and demographic transition do not anticipate the fertility transformations which actually occurred. Changes indicate fertility was at least as responsive to political shifts as modernization. The paper suggests it may be more useful to begin with the demographic pattern, and use it to signal potentially important economic, political, or social causes, than to begin with specific social causes. Twelve figures and 18 tables are included and an 8-page reference list is appended. (APC)

Twelve figures and 18 tables are included and an 8-page reference list is appended. (APO)

ED 276 670

SO 017 715

Palonsky, Shaart R.

Ethasographic Scholarship and Social Education.

Pub Date—14 Nov 86

Note—20p.; Paper presented at the Annual Meeting of the College and University Faculty Assembly, National Council for the Social Studies (New York, November 14, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Pestage.

Descriptors—Elementary Secondary Education, "Ethnography, Researchers, "Research Methodology, "Research Problems, "Social Science Research, "Social Scientists Ethnographers find themselves among a family of researchers referred to as naturalists. This rather diverse family conducts research described by tarms as qualitative, participant observational, case study, symbolic interactionists, phenomenological, constructivist, and interpretive. The focus of the ethnographer's inquiry is on the mundane, everyday practices of people. Social studies and ethnographic research would seem to go together naturally. What may be surprising is that social studies education to use field research the chiques. In 1973, Shaver and Larkins argued that most of the research in social studies clauses or social studies teaching. Among these reasons are: (1) There is a disconnerting narrowness of scope in ethnographic studies of social studies clauses or social studies teaching. Among these reasons are: (1) There is a disconnerting narrowness of scope in ethnographic studies of social studies clauses or social studies teaching. Among these reasons are: (1) There is a disconnerting narrowness of scope in ethnographic studies of social studies clauses or social studies teaching. Among these reasons are: (1) There is a disconnerting narrowness of scope in ethnographic studies of social studies clauses or social studies and social studies are social studies and studie

enterprise. (BZ)

ED 276 671

Moles, Garvis, Ed. Thoman, Paul F. Ed.

The B. C. Central Interior. Horizon Regrint.

British Columbia Teacher's Federation, Vancouver.

Pub Date—86

Note—68p.; Photographs and some drawings may not reproduce clearly.

Journal Cit.—Horizon Reprint; v24 n2 Sep 1986

Pub Type—Guides - Clasaroom - Teacher (052) —

Guides - Clasaroom - Teacher (052) —

Guides - Clasaroom - Teacher (052) —

Bescriptors—Curriculum Enrichment, Educational Resources, Foreign Countries, "Geography, "History, Instructional Materials, Secondary Education, "Social Studies Identifiers—"British Columbia This set of materials meets the need created by the new social studies curriculum which requires teaching emphasis on British Columbia and Western Canada. The document includes a presentation of the geography of the Mackenzie Gresse Trail, New Caledonia, and Prince George; examines some aspects of the history of the region; and discusses the most recent developments in Tumbler Ridge and the Northeast Coal Project. The journal articles and lessons contained in the booklet introduce the Western

Canadian region and areas of the British Columbian province. A series of commentaries, lessons, assignments, and games covering some of the basic information and issues shout the Central Interior is included. The format of the material allows for sequential use or individual study of one or more geographic areas. Numerous black and white drawings and some photographs illustrate the text. (RSL)

ED 276 672

SO 017 721

Turrey, Joel
Calture: Map, Research, Present, and Write.
Pub Date—84
Note—14p.; Paper presented at the Northwest Regional Conference of the National Council of
Teachers of English (Portland, OR, April 27-29,

gonal Conference of the National Council of Teachers of English (Portland, OR, April 27-29, 1986).
Pub Type—Guides - Classroom - Learner (051) — Speeches/Meeting Papers (150)
EDRS Price - MF91 Plus Pestags. PC Not Available from EDRS.
Descriptors—\*Cross Cultural Studies, Cultural Awareness, Cultural Education, Cultural Traits, \*Culture, Elementary Secondary Education, Littural Education, Cultural Traits, \*Cultural Education, Cultural Group Flans, Map Skills, Sociology, Student Research, Units of Study, Writing Skills
A small group as presented. The assignment consists of four activities: making a map, giving an oral report, choosing a writing activity, and participating in a skit about a cultural group. The assignment lists seven step-by-step procedures and grading criteria. Student groups choose among 12 cultural groups and 12 cultural universals. A list of the 10 skills involved in the assignment is included. The paper and 12 cultural universals. A list of the 10 skills involved in the assignment is included. The paper on a "Croup Check Sheet"; as "Instroduction to Maps and Atlases," which describes 7 types of maps and 5 categories of atlases; a "Map Reproduction Activity," which lists 10 steps on making the assignment is 12 categories for discussion; "Preparing a Skit about Your Cultural Group," which lists 12 categories for discussion; "Preparing a Skit about Your Cultural Group," which includes discussions on a diary, dialogue, and letter; a "Group Work Self-Evaluation" form; and a "Culture Project Evaluation" form. (TRS)

ED 276 673 School Tolovision for Social Studies: A Competency-Based Matrix, Grades K-3.
North Carolina State Dept. of Public Instruction, SO 017 723

School Television for Social Studies: A Competency-Based Matrix, Grades K-3.

North Carolina State Dept. of Public Instruction, Raleigh.
Pub Date—Jun 86

Note—104p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF91/PC05 Plus Postage.

Descriptors—Competency Based Education, \*Elementary School Curriculum, Instructional Materials, \*Icarming Activities, Nonprint Media, Primary Education, \*Social Studies, Teaching Methods, \*Television Curriculum.

This matrix keys the objectives of the school television programs to the objectives of the school television programs to the objectives of the school television programs to the objectives of the school television programs of the "Out and About" series address acience and social studies competency goals and objectives for kindergarten and grade 1. Titles of the lessons are: "Making Friends", "Keeping Friends", "Ways to Solve a Problem", "Think Ahead", "Why Did It Happen?" and "Observing", "Describing", it is to Solve a Problem", "Think Ahead", "Why Did It Happen?" and "Observing", "Beacribing", "Frie in the soft he lessons are: "Meet the Neighborhood", "The Neighborhood Works Together", "Food Comes to the Neighborhood Works Together", "From Nudale", and "Communications: Getting the Message." Ten programs of the "Common Cents" series address grade 2 social studies competency goals. Titles of the lessons are: "Trading", "Producers and Consumers", "Choices", "Prices", "How Money Works", "Wants and Needs", "Creding", "Back prices is listed by number and title. The School Television Program objectives for each episode of the series is listed by number and title. The School Television Program objectives for each episode are listed. (SY)

SO 017 724

ED 276 674 SO 017 72

Ross, E. Woyne
Becoming a Social Studies Teacher: Teacher Education and the Development of Preservice

Teacher Perspectives.
Pub Date—86
Note—32p.; Paper presented at the College and University Faculty Assembly of the Annual Meeting of the National Council for the Social Studies (New York, NY, November, 1986).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MPDI/PCR2 Plus Postage.
Descriptors—Action Research, "Preservice Teacher Education, Professional Development, Socialization, "Social Studies, "Teacher Attitudes, Teacher Education, Professional Development, Socialization, Professional Development, Teacher Role The factors that influence the formation and development of teacher perspectives among preservice social studies teachers were tudied. Answerswere sought to two questions: (1) what linkages exist between the development of teacher perspective? Among the findings were support for the hypothesis that teacher socialization is a dialectical process involving three interaction gets of variables (personal, institutional, and the interaction between the two); that course work is less useful than field experience; that a high value is placed upon the apprenticeship of observation; and that teacher educators should provide opportunities for study and application of action research methods. Among the several recommendations arising from the study are that the active role of the individual in mediating the curriculum of teaching can no longer be ignered and that providing prover hard a support network for continued growth are important steps toward the curriculum of teaching can no longer be ignered and that providing growth are important steps toward the out of the individual in mediating the continued growth are important steps toward the out of the individual in mediating the continued growth are important steps toward the out of the professional growth and a support network for continued growth are important steps toward the out of the professional growth and a support network for continued growth are important steps toward the outper formation and the providing a professional gr

ED 276 675 SO 017 731 Social Studies 9 Curriculum Specifications.

Alberta Dept. of Education, Edmonton. Curriculum

Branch.
Pub Date—Apr 86
Note—21p.; For related documents, see ED 274
593-596 and ED 274 618.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MP91/PC01 Pits Pestage.
Descriptors—Curriculum Design, \*Curriculum Development, Curriculum Evaluation, Curriculum Guides, Foreign Countries, Grade 9, Secondary Education, \*Social Studies
Identifiers—\*Canada
These course specifications are based on and are

Identifiers—"Canada
These course specifications are based on and are
an update of the 1981 Alberta Social Studies Curriculum. They are intended to: (1) identify the core
content and objectives for the Grade 9 Social Studies Curriculum; and (2) present the core content and
objectives in a form that helps to develop test items.
Three major course objectives are covered: values,
knowledge, and skills. The specific weighting of
course objectives is values, a total of 20%, including
5% for understandings, 5% for competencies, and
10% for attitudes; knowledge, a total of 40% distributed evenly between 3 topics: (1) industrialization
in the 18th and 19th centuries; (2) central planning
in the USSR, and (3) industrialization in Canada;
and skills objectives, weighted 40% with specific
weighting distributed among 3 areas: inquiry skills,
participation, and the inquiry process. (RSL)

ED 276 676 SO 017 733

ED 276 676

SO 017 733

Donachie, Ian

History at a Distance: A Comparative Study.

Pub Date—85

Note—12p.; Paper presented at the International
Council for Distance Education World Conference (13th, Melbourne, Australia, August 13-20, 1985).

Pub Type— Reports—Descriptive (141) —
Speeches/Meeting Papers (150)

EDRS Price - MPBL/PCBI Plus Postage.
Descriptors—\*Adult Programs, Curriculum Research, Foreign Countries, Higher Education, History, "History Instruction, "Interdisciplinary Approach. Identifiers—Deskin University (Great Britain)
The kind of history that is tsught in the non-traditional contexts which utilize Distance Learning systems, especially at the United Kingdom's Open University (OU) and Australia's Deakin University; emphasizes the relationship of history to the other academic disciplines rather than the traditional approach of enumerating the history of famous people,

events, and places. The respective curricula and model degree programs indicate that at Deakin in level I courses there is considerable emphasis on the use of sources, textual and documentary analysis, methodology, and historiography. In both universities the commitment to inter-disciplinary approaches to history teaching is maintained at later levels. It is also apparent that opportunities for specialization and for personal research are already well-developed at both the OU and Deakin. Common to both programs is the carefully graded use of sources and applied methodology at different levels—providing the student with "hands on" experience in the use of historical sources and data in personal research appropriate to his/her stage of development and study. Perhaps most vital to the success of distance teaching in historical studies both at the OU and at Deakin is the inter-active nature of the teaching and the various course components. Central to this is the "tutorial in print" pioneered by the OU-which involves the teacher in a direct one-to-one relationship with the student. (BZ) (BZ)

ED 276 677 SO 017 735

(BZ)

ROM. E. Wayne

The Evolution of the Relationship between Reflective Inquiry and Social Studies Education: Implications for the Puture.

Pub Date—85

Note—32p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Chicago, IL, November 1985).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDBS Price - MFBL/FCR2 Plus Postage.

Descriptors—"Critical Thinking, Discovery Learning Heuristics, Inquiry, "Learning Processes, Learning Strategies, "Social Studies (Identifiers—Bruner (Jerome S), Dewey (John), "Reflective Thinking

Following a brief discussion of the lack of definition and cohesion in the social studies and the curriculum, the paper argues that the reflective inquiry rationale has had the most significant influence of all the alternative rationales for the field and its curriculum. The paper presents its case in four basic sections. The first section, "Historical Development of the Reflective Inquiry Model," traces the development of the Reflective Inquiry Model, "traces the development of the Reflective Inquiry from the concepts of John Dewey through restatements by a long line of educators. The second section, "Current Conceptions of Reflective Inquiry," examines two perspectives on reflective inquiry; these have been described as the logical-analytical and reflective Inquiry, "criticizes the assumptions, nature, and application of the model most dominating current inquiry presentations. The fourth section, "Implications for the Future: Fostering an Alternative Approach to Reflective Inquiry," criticizes the assumptions, nature, and application for the Future: Fostering an Alternative Approach to Reflective Inquiry, "criticizes the assumptions, nature, and application of the model most dominating current inquiry presentations. The fourth section, "Implications for the Future: Fostering an Alternative Approach to Reflective Inquiry," criticizes the assumptions, nature, and application of the model most dominating current inquiry presentations.

ED 276 678 SO 017 737 Wease, Hugh Teaching about the United States Constitution in the Bicentennial Period. Pub Date—86

the Bicesteanial Period.
Pub Date—86
Note—129.
Pub Type— Opinion Papers (120)
EDRS Price - MP61/PC01 Plus Postage.
EDRS Price - MP61/PC01 Plus Postage.
Descriptors—"Concept Teaching, "Constitutional History, Instructional Improvement, Instructional Innovation, Instructional Materials, Secondary Education, "Social Studies, "Teaching Methods, United States Government (Course), "United States History Identifiers—"Bicentennial, Concept Mapping, "United States Constitution
The paper discusses the pressure on social studies teachers to teach about the United States Constitution during its bicentennial period and offers ideas to improve instruction about the document. After reviewing the inappropriateness of memorization of the document and suggesting that its content be organized to focus on its major concepts and principles, the paper places primary emphasis on concept mapping as an effective strategy for teaching about the Constitution. Both the technique and the topic require a perceptual grapping with the subject mater. In mapping the document, constitutional ideas are arranged and rearranged to show new patterns of meaning, images are linked and cross-linked to

show visual relationships, and concepts are ordered and reordered to show different hierarchical struc-tures. A table illustrating a concept map of the Con-stitution is included. (TRS)

ED 276 679 SO 017 740

ED 276 679

ED 276 679

SO 017 740

Liynsky, Walter And Others

Case Stadies: Persocution/Genocide. The Human Rights Series, Volume III.

New York State Education Dept., Albany. Bureau of Curriculum Development.; New York State Univ. System, Albany.

Pub Date—86

Note—317p.; For volumes 2 and 3 of this series, see ED 266 074-075.

Pub Type—Guides - Classroom - Teacher (052) —
Reports - Descriptive (141)

EDRS Price - MPGIL/PC13 Plus Postage.

Descriptors—Civil Liberties, Collective Settlements, Developing Nations, "Binkin Discrimination, Ethnic Groups, Foreign Countries, "Hunger, "International Crimes, Naziam, Revolution, Seondary Education, Slavery, "Social Control, "Totalitariamism, War, World Problems Identifiers—"USSR (Ukraine)

A continuation of the study of those factors that lead to persocutions and acts of genocide is presented. As students read the materials included in the case studies, they should be referred to the organizing concepts discussed in "Teaching about the Holocaust and Genocide: Introduction. The Human Rights Series, Volume I." Unit 1 in that volume defines the following five concepts as they apply to the roots of intolerance and persecution: denial of reality, indifference, prejudicial attitudes, conformity, and obedience to suthority. Students reapply these concepts as they study about the forced famine in the Ukraine and the actions of the Khymer Rouge in Cambodia. (Author/BZ)

SO 017 744 ED 276 680

Drum, Jon Otero, George Teachers' Guide for World Military and Social Expenditures 1985. Stanley Foundation, Muscatine, Iowa. Pub Date—Mar 86 Note—22b.

Stanley Foundation, Muscatine, Iowa.
Pub Date—Mar 86
Note—22p.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Cost Effectiveness, "Data Analysis, "Input Output Analysis, Journalism, "National Security, "Resource Allocation, Secondary Education, "Statistical Bias Information about the world and how it works is often hard to locate and difficult to understand. The objectives and activities in this teaching guide were developed to complement the "World Military and Social Expenditures" (WMSE) report in the study of global issues in secondary school classrooms. The report contains well-documented and up-to-date statistics presented in concise narrative, charts, graphs, and maps. The WMSE report encourages the reader to make conscious and direct comparisons between expenditures for military and social meeds worldwide. Students using the activities in this guide can expect to increase their skills in: (1) reading social and scientific data more critically, 2) using statistics as a tool for analyzing important global issues, and (3) recognizing the perspectives and bias that underlie the presentation of social and scientific data more critically, 2) using statistics as a tool for analyzing important scientific data. The data in WMSE are applicable to such global issues as: (1) development, (2) arms and security, (3) global inequity, and (4) social and economic justice. (BZ)

ED 276 681 SO 017 782

Haseler, Stephen
Advascing Democratic Principles: A European
Examines a Neglected American Asset. Ethics
and Public Policy Essay 49.
Ethics and Public Policy Center, Washington, DC.
Report No.—ISBN-0-89633-076-1
Pub Date—Oct 83

Pub Date—Oct 83
Note—15p.
Available from—Ethics and Public Policy Center,
1030 Fifteenth Street, N.W., Washington, D.C.
20005 (S1.00).
Pub Type—Opinion Papers (120)
EDRS Price - MF01 Piss Postage. PC Not Available from EDRS.
Descriptors—Capitalism, "Democratic Values, Foreign Countries, "Foreign Policy, "Ideology, International Relations, "Political Attitudes,
Socialism, "Social Systems
Identifiers—"United States, "USSR
According to this essay by a visiting acholar from

Great Britain, there will always be a debate in democratic accieties, about the proper role of morality in fashioning and articulating foreign policy. This ambivalence has been reflected in the uneven approach to the problem exhibited by successive United to the problem exhibited by successive United U.S. administrations. There are two overriding reasons why it is vitally important for the current U.S. administration to persevere with the idea of projecting values as well as power. The first reason has to do with the domestic problems that the Western nations have in constructing a viable world strategy. Publics within Western democracies are less and leas content to leave foreign policy to the expertise and whims of established elites. This is why it is necessary to develop a rationale for United States and Western involvement in the world that does not rest exclusively upon determinations of "interest." More likely to gain approval is a policy with a rationale expressed in terms of democratic values and systems on one side and totalistrain values and systems on the other. The second major reason for projecting democratic values is the continuing allure of the idea of democratic values is the continuing allure of the idea of democratic values in the modern world. The democratic idea and aspiration is still the most precious asset of the West in its adversarial relationship with the Soviet bloc. The battle for hearts and minds can be seen in its most acute and sophisticated form in Western Europe where the focus of debate between East and West is the "peace" issue. The other propagands are in which the East does surprisingly well is the matter of "economic justice." Among key elites throughout the world there is still a visceral commitment to the view that socialist societies are somehow more just than capitalist societies in distributing goods and services. To counter this, Western propagands should concentrate its power at its strongest point: its democratic, open society and its political freedoms. (EZ)

## SP

ED 276 682 SP 027 820

Dunifon, William S.
A Proposal for Revision of the General Education Requirements for an Illinois Teaching Certifi-

Requirements for an Illinois Teaching Certificate.

Illinois Association of Deans of Public Colleges of Education.

Pub Data—19 Jun 86

Note—19p.: Paper presented at a hearing of the Illinois State Teachers Certification Board (Springfield, IL, June 19, 1986).

Pub Type—Reports—Descriptive (141) — Specches/Meeting Papers (150)

EDRS Price—MP01/PC01 Plus Postage.

Descriptors—Curriculum Development, \*Degree Requirements, Elementary Secondary Education, "General Education, Higher Education, Preservice Teacher Education, "Teacher Certification, "Teacher Education Trograms Identifiers—"Illinois

This paper presents recommendations for revision

Teacher Education Programs
Identifiers—"Illinois
This paper presents recommendations for revision
of the current general education requirements for an
Illinois teaching certificate. These recommendations concern the following areas of the curriculum:
(1) American history; (2) American government;
(3) psychology; (4) biological science; (5) communications; (6) humanities; (7) ilterature; (8) mathematics; (9) non-western civilization; (10) physical
acience; and (11) social science. Recommendations
are made on the explicit number of semester hours
that should be devoted to selected subjects in this
curriculum by elementary and early childhood education majors and secondary education majors. Pie
cation that the current curriculum requirements and the recommended changes. (ID)

BED 276 683 SP 027 879
Stivers, Cathie
Health Concerns Associated with Adolescent
Growth and Development.
Pub Date—[85]
Note—10p.
Pub Type— Information Analyses (070)
EDRS Price - MP01/PC91 Plus Postage.
Descriptors—"Adolescent Development, "Adolescents, Emotional Development, "Health Needs, Intellectual Development, Mental Health, Physical Descriptors—Fayaical Health
Just as infants and the elderly have special health
care needs based on their stages in the life cycle, adolescents also have particular health needs. While some of those needs are simply a result of the bodily

changes that define adolescence, others are true medical conditions which are most commonly found in this age group. Among schievements made during the adolescent period are: new and more mature relationships with peers; sexual identity and role; acceptance of individual physique; emotional independence; preparation for the world of work; individual ethical and moral behavior guidelines; and development of intellectual skills. Medical conditions prevalent during this period include: inflections, postural problems, dental disorders, esting disorders, mental depression, and substance abuse. Adolescent health promotion has begun to receive greater attention in schools, hospitals, and private practice, and professionals are working toward both health promotion and prevention of health problems with programs geared specifically for the adolescent. (CB)

em t. (CB)

ED 276 684

Assads for Renewal. Proceedings of the Conference on the Festure of Colleges of Education (Tampa, Florida, September 24-25, 1984).

Florida Inst. of Education, Jacksonville.

Pub Date—Sep 84

Note—379.

Pub Type— Collected Works - Proceedings (021)

EDRS Price - MFBI./PCB2 Plus Postage.

Descriptors—"Educational Change, Futures (of Society), Higher Education, "Freservice Teacher Education, "School Effectiveness, "Schools of Education, Teacher Improvement:

This monograph is part of a series disseminated by the Florida Institute of Education for the purpose of summarizing and describing collaborative progams and activities among the different levels and sectors of education. The mission of the institute is to plan and develop such activities in support of the improvement of public education. Seven papers given at the 1984 conference on the Future of Colleges of Education are presented: (1) "The Teaching Profession as a Human Enterprise" (Braest L. Boyer); (2) "Universities as Catalysts for Change" (Barbars W. Newell); (3) "The Future of the Teaching Profession in Florida" (Bob Graham); (4) "The Agenda is Excellence" (Michael Timpane); (5) "Effective Schools of Education: The Missing Link in School Reform" (Bernard R. Gifford); (6) "Snapshots of Educational Excellence" (Sue McKibbin); and (7) "Challenges for the Future of Colleges of Education" (David G. Imig). (JD)

ED 276 685

ED 276 685 SP 028 037

ED 276 685 SP 028 037
Shreeve, William And Others
Markeding Education on a Shoostring: A Model.
Pub Date—[86]
Note—20p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MPBI/PCBI Pins Postage.
Descriptors—Higher Education, "Institutional Advancement, "Marketing, Organizational Communication, "Program Development, Program Improvement, Public Relations, "Schools of Education Identifiers—Eastern Washington University
Few educators envision themselves as marketing or public relations experts, yet economic reality is forcing many academicians into these roles. Over the past four years, the Eastern Washington University Department of Education has developed a successful marketing model for educators. The model begins with a successful reform of department programming and includes research, publication, pub<sup>31</sup> relations, internal communications, and marketing ideas. This article details each of these areas as well as supplying a rationale for the marketing of educational counsework. (Author)

ED 276 686 SP 028 068

ED 276 686 First in the Nation in Education, Final Report. Iowa State Legislature, Des Moines. Pub Date—Oct 84 Note-95p.; Report of the Excellence in Education

Task Force.

Task Force.

Pub Type—Reports - Descriptive (141) — Opinion
Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Curriculum Evaluation, Biducational
Improvement, Educational Needs, Educational
Improvement, Educational Needs, Educational
Quality, Elementary Secondary Education,
Higher Education, Long Range Planning, State
Standards
Identifiers—Vowa
This monograph from the Iowa Excellence in Education Task Force contains the final reports of its

six subcommittees. Each report includes an overview of problems and accomplishments and specific recommendations for improvement in the following areas: (1) higher education; (2) education and industry coordination; (3) teaching quality; (4) curriculum; (5) student responsibility and discipline; and (6) educational framework from kindergarten through grade twelve-operation and governance. There are overlapping recommendations in the areas of educational leadership at the state level, increased research and development, educational standards, parent and community involvement, mastery of competencies, role of school counselors, role of extracurricular activities, long range educational planning, extended contracts for teachers, vertical and horizontal articulation of subject mater, and coordination of educational interests through the establishment of an independent consortium/foundation. Many of the similar recommendations complement each other, and where there appears to be conflict, the Task Force has made recommendations of its own, molding together the separate subcommittee recommendations. These Task Force recommendations relate to research and development, educational standards for school districts, and vertical and horizontal articulation of subject matter. Appendices include discussions on the purpose of each subcommittee, presentations made, and bibliographies. (JD)

ED 276 687 SP 028 119

ED 276 687 SP 028 119
Childress, Ronald B.
A State-Level Model for Collaboration among
Teacher Education Institutions.
Pub Date—Nov 24
Note—15p.; Paper prepared for the National Conference of the National Council of States on Inservice Education (Orlando, FL, November 16-20,

ference of the National Council of States on Inservice Education (Orlando, FL, November 16-20, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Advisory Committees, Higher Education, "Institutional Cooperation, "Program Development, "Schools of Education, "Statewide Planning, "Teacher Education Programs Identifiers—"West Virginis

In January 1982, the West Virginis Board of Regents, the governing board for the 16 public colleges and universities in the state, established a state-level advisory committee for teacher education. This Teacher Education Advisory Committee (TEAC) consisted of a representative from each of the public and private senior institutions having one or more teacher education programs. The Committee was charged with considering any and all matters related to teacher education and offering recommendations and proposals to the Board. The Committee was also requested to consider and react to items that may be presented from the Board. The Committee was also requested to consider and react to items that may be presented from the Board. The Committee was necessary to the Board. The Committee was the primary advisory group for teacher education as a new master plan for higher education from the Board. The Committee was through 1990 is being developed by the Board of Regents. This paper reviews the development of the TEAC, describes its activities and functions, and outlines the future teacher education concerns and issues in West Virginia. Applicability of this model to other states is considered. (ID)

ED 276 688 SP 028 194

ED 276 508
Fox, James A.
Teacher Certification Requirements in the States:
What They Are Versus What They Should Be.
Pub Date—Or 86
Note—11p.; Fanel presentation made at the Annual
Conference on the Preparation and Survival of
Black Public School Teachers (7th, Norfolk, VA,

Black Public Version Control 1986).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers

(120) — Openion Papers (120) — Openion Papers (120) EDRS Price - MPUI/PC0I Plus Postage. Descriptors—\*Black Teachers, Elementary Secondary Education, Futures (of Society), Higher Education, \*Minimum Competency Testing, Preservice Teacher Education, \*State Standards, \*Teacher Certification, \*Teacher Stratage It appears that, where there is standardized testing of teachers for certification, there is a decline of black teachers. Aithough tests can provide valuable information, states must be aware of limitations of such tests and have a clear understanding of what the tests can do. Using tests to say that a teacher is as qualified as another may be impossible because of the diversity of tests used. States vary considerably in the number of assessments, areas covered, and

testing times. Teacher education programs should be restructured to accomodate increased success on standardized certification tests. Components which could be added to teacher education programs in-clude: a strong liberal arts undergra "nate education; development of competence in the subject to be taught; eight to ten professional education courses; a year-long internaling in a teaching school; a one or two-year induction period; and continuing profes-sional development. (CB)

ED 276 689 SP 028 195
Johnson, Simon O.
Black Teachers: Finding Them, Getting Them,
Keeping Them.
Pub Date—Oct 86
Note—11p.; Paper presented at the National Invitational Conference on Preparation and Survival of
Black Public School Teachers (7th, Norfolk, VA,
October 9-10, 1986.)

Note—11p.; Paper presented at the National Invitational Conference on Preparation and Survival of
Black Public School Teachers (7th, Norfolk, VA,
October 9-10, 1986).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptore (141)
EDRS Prics - MF01/PCOI Plus Postage.
Descriptors—Black Teachers, Elementary Secondary Education, Higher Education, Preservice
Teacher Education, Program Improvement, Public Relations, "Schools of Education, "Teacher
Persistence, "Teacher Recruitment
Identifiers—University of Florids
The retainment of black teachers is a process that
must be undertaken by a variety of people, including
inservice teachers, churches, and parents who can
work together to increase the number of black students who select education as a career. Strategies
used by the University of Florida's College of Education to increase black student enrollment and persistence in the education field include: (1)
organizing an Office of Recruitment and Outreach;
(2) contacting various fraternities, sororities, clubs,
and church organizations and requesting their assistance in getting students interested in education;
(3) contacting appropriate educators at community
colleges and high schools who can help identify students
interested in enrolling in the College of Education and assist them with meeting requirements;
(4) conducting follow-up activities for non-education majors who come for tuitorial assistance; and (6)
organizing Future Educators of America clubs at
various universities, colleges, and secondary
schools. Efforts are now being made to evaluate the
effectiveness of these strategies and to help black
teacher education sudents remain in the program
and complete all requirements for certification.

(CB)

ED 276 690 SP 028 196 Johnson, Harry Alleyn
Classroom Management and School Discipline
Problems. Implications for Training Teachers of

Discovery Alleyn
Clasaroom Management and School Discipline
Problems. Implications for Training Teachers of
Black Youth.
Pub Date—Oct 86
Note—52p.; Paper presented at the National Invitational Conference on Preparation and Survival of
Black Public School Teachers (7th, Norfolk, VA,
October 9-10, 1946).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MP61/FOL3 Plus Poetage.
Descriptors—Behavior Modification, "Black
Youth, "Clastroom Techniques, "Discipline, Discipline Problems, Elementary Secondary Education, Management by Objectives, "Positive
Reinforcement, Role Models, Student Motivation
The philosophy and key concepts, goals and objectives, components of effective clasaroom management, behavior modification techniques, and a
positive approach to clasaroom management are discussed in this paper. Principles and procedures of
clasaroom management are discussed and ways in
which they may be adapted to existing classroom
practices are suggested. The basic principles which
serve to guide teachers in employing behavior modification procedures are set forth with specific suggestions for establishing procedural steps to make
them understandable and usable. A list of do's and
don'ts in clasaroom management is also offered. A
discussion of management by objectives used in
business and industry is accompanied by specific
suggestions on how these techniques may be applied
to clasaroom minations to insure maximum learning
among Black youth. In considering a positive approach to discipline, the value of positive reinforcement is emphasized. Descriptions of behavior
modification techniques include discussions on: (1)
self-management approaches to behavior modification; (2) managing classroom group behavior; (3)

management and contingency contracting: (4) rules of contingency contracting: (5) role modeling; and (6) individualization of instruction. Effective meth-ods of punishment are discussed, as well as the po-tential of extinction and shaping techniques for behavior change. (JD)

ED 276 691 SP 028 216 EIJ 270 091 Chernon, Fred Chernon, Carol "Not for Ma!" An Educ-Colorin Teacher's Gaide. Report No.—ISBN-0-9610742-1-3 Pub Date—86

Teacher's Guide.

Report No.—ISBN-0-9610742-1-3
Pub Date—86
Note—51p.
Available from—Purcell Productions, Inc. 484 West
43 St. (23 M), New York, NY 10036 (Family
Pack (4 + Guide) \$17.95).
Pub Type—Guides - Clasaroom - Teacher (052)
EDRS Prices - MP01 Plus Poetags. PC Net Avallable from EDRS.
Descriptors—"Drug Abuse, Elementary Education,
"Habit Formation, "Health Education, "Peer Influence, "Physical Health, Self Esteem
"Not for Me!" presents a novel approach to drug
abuse prevention. The time-tested vehicle of the
coloring book is used along with a carefully-worded
caption on each of its thirty-one pages. Both the
caption and asturalistic art work are geared to saying "No!" to drugs. The detailed Teacher's Guide
provides the classroom teacher or concerned parent
with a complete Lesson Plan for each page is the
Edu-Coloring Book. The classroom-tested Guide
provides the teacher with a comprehensive outline
to accompany each page of the book. These learning
aids are: Aim of the Lesson, Vocabulary, Materials,
Motivation, Picture Study, Teacher Questions, Follow-up Activities, and Related Reading. Other features of the Guide include method of correlating
traditional school subjects to drug prevention. Refrences are made to Science, Social Studies, Math,
Hygiene, and Writing Skills. Related readings are
listed for each page to expand both the teacher's and
pupil's knowledge. A list of current audio-visual materials is included to help teachers further vitalize
the topics covered. Complete step-by-step directions to the teacher are included. Cover materials
provide the reader with free and inexpensive teaching material sources, toll-free 800 telephone numbers for direct help, and it tenser Parent's Guide
on how to help their child say "No" to drugs. (Author)

on how to help their child say "No" to drugs. (Author)

ED 276 692

SP 028 247

Celebration of Excellence. A Sainte to Connecticut
Teachers. Carriculum Projects from the 1986
Awards Program.
Connecticut State Dept. of Education, Hartford.
Spons Agency—Southern New England Telephone,
New Haven, CT.

Pub Date—86

Note—836

Note—836

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141) — Reference Materials
- Directories/Catalogs (132)

EDRS Prics - MF01/PC04 Plus Postage.
Descriptors—Business Education, "Curriculum Development, "Demonstration Programs, Elementary Secondary Education, Home Economics Education, "Clarming Activities, Mathematics Education, "Learning Activities, Mathematics Education, "Learning Activities, Mathematics Education, Physical Education, Second Language Instruction, Social Studies, "State Programs, "Escacher Effectiveness Identifiers—"Connecticut"

"Celebration of Excellence" is an incentive program, administered by the Connecticut State Department of Education, that salutes excellence in teaching by honoring Connecticut public school teachers who have developed exceptionally creative curriculum projects and implemented them successfully in the classroom. This catalog is a collection of profiles describing 60 such exemplary programs. The profiles are organized by subject area (interdisciplinary, art and music, home economics, language arts and foreign languages, law and business, physical education, science and mathematics, and social studies) and adaptation can take place across grade levels. Each listing contains a brief description of the program, student requirements (grade level, class size, etc.), staff requirements, materials and contact persons. (CB)

ED 276 693

SP 028 258

ED 276 693 SP 028 258 kpunobi, Emma he Role of Cooperating Teachers in the Profes

sional Socialization of Student Teachers.

Pub Data—Nov 86

Note—20p.; Light type may affect legibility. Best copy available.

Pub Type—Reports - Research (143)

EDBS Price - MF91/PC91 Plus Postage.

Descriptors—"Cooperating Teachers, Elementary Education, Foreign Countries, Higher Education, Preservice Teacher Education, "Socialization, "Student Teacher Attitudes, "Student Teachers, "Teacher Student Relationship Identifiers—"Nigeria, "Teacher Socialization This study sought to find out the nature of the professional influence that Nigerian cooperating teachers exert on student teachers. The interactions of four elementary school teachers and eight students who taught in their classes were closely observed, and the students' formal and informal interactions with these teachers were documented. In describing the dynamic events in student teacher, and land exceptional researchers are used. Questionnaires were developed from the data generated from the observations. Respondents to questionnaires were developed from the data generated from the observations. Respondents to questionnaires were developed from the data generated from the observations. Respondents to questionnaires were developed from the data generated from the observations. Respondents to questionnaires were developed from the data generated from the conservations. Respondents to questionnaires were developed from the data generated from the student teachers, and 120 college tutors with whom the student teachers, and lease teachers have a somewhat negative role was, to a degree, substantiated. All of the student teachers interviewed said that they exceeded more help from the class teachers than they received, and that they got more help from the college tutors than from the class teachers than they received, and that they got more help from the college tutors than from the class teachers are not incorporated sufficiently into the official plan of student teachers and their cooperating teachers. (JD)

ED 276 694

SP 028 266

Lake, Sara Synopsis of the Carnegie Report on Teaching: "A Nation Prepared: Teachers for the 21st Cen-

Nation Prepared: Teachers for the 21st Cestury."

San Mateo County Office of Education, Redwood City, CA. SMERC Information Center.

Pub Date—Aug 86

Note—17p. Information Analyses (070)

EDRS Price - MFD1/PC01 Plus Postage.

Descriptors—"Educational Change, "Educational Needs, Elementary Secondary Education, Futures (of Society), Higher Education, Standards, "Teacher Education, Teacher Salaries, Teaching Conditions

Identifiers—"Nation Prepared (A)

This review of the Carnegie Report on Teaching, "A Nation Prepared: Teachers for the 21st Century" presents an overview the report's goals for the future of the teaching profession. Written by the Task Force on Teaching as a Profession, the report goal's were to: (1) remind America of its economic challenges; (2) "assert the primacy of education as the foundation of economic growth, equal opportunity, and a shared national vision"; (3) reaffirm that "the teaching profession is the one best hope for establishing new standards of excellence"; and (4) point out that the next decade provides a very special "window of opportunity" for reforming education. This sayopsis of the report describes: the situation of educational reform; a scenario of schools of the future; the reform plan; details for teaching staff (standards, incentives, teaching environment, salaries, and restructuring of teacher preparation); and implementing the plan. (CB)

ED 276 695 SP 028 270
An Evaluation of the School-Based Dental Disease
Prevention Program.
California State Legislature, Sacramento. Office of
the Legislative Analyst.
Pub Date—Apr 36
Note—52p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Dental Health, Elementary Education, Health Education, Program Costs, "Program
Effectiveness, School Health Services, "State Programs grams Identifiers—California

Identifiers—California
This report analyzes the effect of the California
Dental Disease Prevention Program (DDPF). The
program includes education about dental health and
nutrition, daily toothbrushing and flossing, and
weekly application of a fluoride mouthrinse. The

DDPP serves approximately 350,000 elementary school children. The implementation of the DDPP is described in the first chapter. Chapter two sumarizes the methodology of the study of the program conducted by the Center for Dental Services Research of the University of California, San Francisco. The third chapter reports the results and shortcomings of the study. In chapter four a discussion is presented on the impact of the program on state expenditures for medical and dental care. A description is given in chapter five of the options for improving the program's cost-effectiveness, and chapter six presents conclusions and recommendations. (JD)

chapter six presents conclusions and recommendations. (JD)

ED 276 696

SP 028 278

Clarke, Carolyn Richardson, Joe A.
Peer Clinical Supervision: A Collegial Approach.
Pub Date—[86]

Note—36p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).

Pub Type—Reports—Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Pestags.
Descriptors—Educational Environment, Elementary Education, Program Effectiveness, "Staff Development, Teacher Supervision Identifiers—"Clinical Supervision

This study analyzed the potential of per clinical supervision as an effective approach to the supervision of teachers and examined the many variables that affect the model's effectiveness. Eleven volunteer elementary school teachers participated in three training sessions designed to explore the conceptual nature of clinical supervision and to train the participant completed three cycles of clinical supervision. Questionnaires, interviews, audiotapes, and field notes were used to report the study's findings. Peer clinical supervision tree bearing interviews, audiotapes, and field notes were used to report the study's findings. Peer clinical supervision fared best in schools typified by positive collegial relations, sustained faculty interactions, leadership that supported the process, and a sense of professional initiative. The study concluded that peer supervision can make a contribution, but only after recognizing the numerous variables bearing directly on the success of the effort. Appendices present examples of sesting charts, at time chart, pre-observation agreement form, questionnaire, and interview forms. (Author/CB)

EAN 4/10 697
Grace, Cathy Woodruff, Jane B.
The Mississippi Model-Designing and Implementing Staff Development for Statewide Implementation of Early Califhood Programs in Public Schools. SP 028 280

schools.
Pub Date—23 Nov 86
Note—25p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).

ence of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDBS Price - MF91/F031 Plus Postags.
Descriptors—Curriculum Development, Barly Childhood Education, "Program Development, Program Reflectiveness, "Program Implementation, Public Schools, School Districts, "Staff Development, "State Programs
Identifiers—"Mississippi Generic guidelines, based upon principles of effective training and institutional change reflected in Current educational research were developed in Mississippi for the planning and implementing of staff development programs in local school districts, and these guidelines were followed when a new statewide early childhood education program was implemented. The early childhood education program contained two separate, yet complementary programs, a kindergarten program and a reading improvement, or Assistant Teacher, program, each of which had a staff development component utilizing the same basic design but modified to meet different objectives. Administrator and teacher raining, curriculum design, and teacher needs as the program was being implemented were addressed in each staff development component. Activities included creation of manuals and books for staff, dissemination of materials, and evaluation of staff, dissemination of materials, and evaluation of staff, dissemination of materials, and evaluation of the first year of the staff development program showed several benefits, with two-thirds of the districts indi-

cating that technical assistance given by the program was excellent. Staff development through the Mississippi school systems has so far resulted in clarifying program goals, improving school staff communication regarding program content, improving instruction of students, and uniting early childhood educators to work for improved pro-

proving instruction of students, and uniting early childhood educators to work for improved programs. (CB)

ED 276 698

SP 028 281

Wheeler, Alan H.

Rheteric to Reality: Implementing the Mandate for Excellence.
Pub Date—5 Sep 86

Note—57p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MPDI./PCB3 Plus Postage.

Descriptors—2-Adminsion Criteria, "College School Cooperation, Elementary Secondary Education, "Fleld Experience Programs, Higher Education, "Reservice Teacher Education, Schools of Education, Preservice Teacher Education Redesign) initiated by Southeast Missouri State University in response to a perceived need to develop more rigorous admission and exit criteria for the school of education, as well as to improve the quality of field experience programs and to develop yields linkages between the schools and higher education. The program integrates both preservice and inservice teacher education into one continuous entity. Six specific steps are involved in the process. (1) restructuring the teacher education curriculum to permit greater integration of theory and practice in a more experiential environment; (2) collaboration students; (3) utilization of university faculty appointed as associate faculty to work with university students and faculty; (4) implementation of teacher/professor exchanges; (5) utilizing public school in students. Six task forces have been charged with examining the needs implicit in these steps and with making recommendations for implementing programs to accomplish them. This document summarizes the first year of the Redesign of Teacher Education (1985-86) and deals with the priorities and directions of the program for its second year field-oriented (JD)

SP 028 286 ED 276 699

ED 276 699

SP 028 286

Lowe, J. Allen
Llaking Staff Development and Evaluation.
Pub Date—Nov 86

Note—Slp.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).
Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MFBI/PCB3 Plus Postage.
Descriptors—Elementary Secondary Education, "Evaluation Utilization, "Faculty Development, "Instructional Improvement, "Integrated Activities, Teacher Improvement, "Integrated Activities, Teacher Improvement Two of the most important functions that take place in school districts are staff development and staff evaluation. The relationabile between these two functions, however, is more than two separate entities with some common administrative scitivities. Although it is conceivable that one of these functions is driven or motivated by the other, a better relationship is that the two functions are linked through the post that both should increase the effectiveness of instruction. Whenever staff development activities to improve instructions and generalizations made shout the potential of staff development activities to improve instructions. Both subjective and objective measurement and informa-

tion should be used to strengthen the goals of staff development and staff evaluation-the link between these two functions determines the strength be-tween teaching and learning, the essence of the in-structional program. (CB)

SP 028 288 ED 276 700

ED 276 700 SP 028 288 Corkle, Margaret Improving Lesdership Skills. Pub Date—Nov 86 Note—13p; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Guides - Non-Class-

room (055)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education,
Higher Education, "Leadership Styles, "Leadership Training, Management Development, "Supervisory Methods, "Teacher Administrator Relationship

samp Training, Management Development, "supervisory Methods, "Teacher Administrator Relationship Identifiers—"Situational Leadership Approach In today's society, educators must have leadership skills to accomplish the tasks required at the university or school district level. The education profession must provide leadership training for present and future administrators. In Situational Leadership, four styles are identified and based on three dimensions: the amount of direction a leader provides; amount of support and encouragement the leader provides; amount of support and encouragement the leader provides; and amount of follower involvement in decision making. The directing, osaching, supporting, and delegating leadership styles are all useful in various situations, but the style with the highest probability of success is the one that matches the development level of the follower (established to beginner, disillusioned learner, reluctations; to be beginner, disillusioned learner, reluctations; or peak performer). The five steps which supervisions and leaders can follow when trying to help followers increase their competence and commitment are: (1) tell the person what you want does; (2) show the person how it is to be done; (3) let the person try; observe performance; and (5) manage the cossequences. (CB)

ED 276 701 SP 028 289 cational Cooperative Service Unit of the Me politan Twin Cities Area, 1985-86 Anna

Educational Cooperative Service Unit of the Metropelltan Twin Cities Area. 1985-86 Annual
Report.
Educational Cooperative Service Unit of the Metropolitan Twin Cities, Minneapolis, Minn.
Pub Date—Aug 86
Note—329.
Pub Type—Reports - Descriptive (141)
EDRS Price - MPOI-PCU2 Plus Postage.
Descriptors—"Curriculum Study Centers, Elementary Secondary Education, Institutes (Training
Programs), "Program Effectiveness, Program
Evaluation, "Staff Development, Teacher Centers, Teacher Workshops
Identifiers—"Metropolitan Twin Cities Educ Coop
Service Unit MN
The secomplishments of the Educational Cooper-

Identifiers—"Metropolitan Twin Cities Educ Coop Service Unit MN
The accomplishments of the Educational Cooperative Service Unit of the Metropolitan Twin Cities Area (Minnesota) are described. The unit serves a seven-county metropolitan area, 13 associate member agencies, and 48 member public school districts and provides effective programs for achool and educational personnel. During the 1985-85 school year, staff development programs and activities in the areas of issues management, special education, gifted education, leadership development, instructional improvement, and educational effectiveness were provided. Significant accomplishments included: expansion of the Metropolitan Principal's Academy; refinement of the Minnesota Educational Effectiveness Program; increased involvement in student programs, including the Mentor Connection, Young Inventors Fair, Spelling Bee, and Knowledge Bowl; and a succession of other staff development and program activities. Information resources were also expanded during the year, and networks for staff development and trainers showed increased participation. (CB)

ED 276 702 SP 028 339 The Kanaas Internship Plan. Revised.
Kanaas State Dept. of Education, Topeka.
Pub Date—Nov 86
Note—24p.; For the earlier document, see ED 273 Note-635.

Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Beginning Teachers, Elementary

Secondary Education, Helping Relationship, "Inservice Teacher Education, "Internship Programs, "State Programs, Teacher Certification, Teacher Evaluation, "Teacher Certification, "Rencher Evaluation, "Teacher Certification, "Rencher Evaluation Identifiers—"Beginning Teacher Induction, "Kansas Internship Plan provides that beginning July 1, 1989, all teachers in Kansas with zero years of teaching experience will be required to successfully complete as instreaship year prior to their receiving five-year certification. Each intern will be assigned to an assistance committee of professional educators consisting of at least one senior teacher and one administrator, who will assist, support, and assess the intern throughout the year. Committee members will receive formal training in both the assistance and assessment components of the program. A single assessment instrument will be used to provide a standardized statewide process for the evaluation of the teaching performance of each intern. The Internship Program will be implemented in four phases which began July 1, 1985 and are scheduled to conclude June 30, 1990. Interns will receive support, advice, and training designed to improve their classroom performance on selected teaching behaviors. An overview is presented of the program operation, its purpose and objectives, and the roles and responsibilities of the participants. Appendices contain a list of the members of the State Advisory Committee for the Internship Program, House Resolution Number 5087, and a chart of the assistance-assessment cycle. (JD)

ED 276 703 SP 028 340

ED 276 703

SP 028 340

Attracting sast Retaining Exemplary Teachers.
Challenge for the Future.
Connecticut State Dept. of Education, Hartford.
Pub Date—86

Note—23p.
Pub Type— Reports - Descriptive (141)

EDRS Price - MFDL/PCDI Plus Postage.
Pincentives, Job Satisfaction, Professional Development, \*Professional Recognition, \*State Programs, \*Teacher Effectiveness, Fersistence, \*Teacher Recruitment Identifiers - \*Connecticut\*

opment, \*Professional Recognition, \*State Programs, \*Teacher Effectiveness, Teacher Persistence, \*Teacher Effectiveness, Teacher Persistence, \*Teacher Recruitment Identifiers—\*Connecticut\*
The Connecticut State Incentives Project to Identify and Reward Exemplary Teaching began with a swofold purpose first, to provide assistance to seven local districts in developing plans to identify and reward exemplary teaching, and second, to enable the Connecticut State Department of Education to share the common elements of these plans with districts throughout the state. In developing the district programs, specific activities were selected, based on the identified needs and purpose of the organization. Though these programs varied, common threads in their success were sincerity and trust. Three program components provide a framework for activities: (1) recognition component-activities which recognize exemplary teachers and/or specific achievement; (2) incentive component-activities and awards which encourage higher levels of effort toward personal and professional development; and (3) support component-activities which assist teachers in their continued pursuit of personal and professional development; and (3) support component-activities which assist teachers in their continued pursuit of personal and professional development. These activities are outlined and the process of bailding an effective recognition and incentive program is described. Examples and characteristics of exemplary teaching are included in the appendices. (JD)

ED 276 704

The Future of Teaching in Michigan; Seizing the Opportunity: A Time for Commitment. Executive Summary.

Michigan State Board of Education, Lansing. SP 028 344

tive Summary.
Michigan State Board of Education, Lansing.
Pub Date—Oct 86

Pub Date—Oct 85
Note—8p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MP01/PC91 Plus Postage.
Descriptors—Administrator Education, "Education, Higher Education, Improvement Programs, Preservice Teacher Education, Public School Teachers, "State Action, State Standards, "Teacher Recruitment, "Teacher Shortage, Teaching Conditions Identifiers—"Michigan A nine-member Future of Teaching Committee, appointed by the State Board of Education in October of 1985, suggests a sweeping set of recommendations to provide 20,000 new teacher replacements in Michigan's public school classrooms in the next

several years. An overview is presented of the Committee's recommendations to the Governor, the Legislature, the State Board of Education, colleges and universities, and local school districts. The recommendations are designed to accomplish several objectives, including: (1) suggestions to ensure sufficient financial investment in teachers and teacher education; (2) suggestions for recruiting the most committed, caring and talented teachers; (3) methods of providing quality school leadership through better trained administrators; (4) steps to ensure quality teacher education; and (5) suggestions aimed at providing appropriate physical conditions and a professional climate in the schools. (JD)

and a professional climate in the schools. (ID)

ED 276 705

SP 028 345

Policies and Criteria for Continuing Professional
Education Programs for Certificate Renewal.

Michigan State Board of Education.

Michigan State Board of Education.

Michigan State Dept. of Education, Lansing.
Teacher Preparation and Certification Services.

Pub Date—5 Nov 86

Note—16p.

Pub Type— Legal/Legislative/Regulatory Materials (990)

EDRS Price — MF91/PC01 Plus Postage.
Descriptors—Elementary Secondary Education,
"Professional Continuing Education, Program
Design, "State Standards, "Teacher Certification
Identifiers—"Michigan
The Michigan State Board of Education has adopted rules for teacher certification that will require holders of the continuing certificate or full vocational subnorization to renew that certificate every five years. It is required that the applicant for certificate renewal must present evidence of completion of six semester hours of credit from an approved teacher preparation institution or the equivalent in continuing education activities defined and approved by the State Board of Education. This paper sets forth the policy statements and criteria for submittal and preapproval of continuing education programs for certificate renewal. Definitions of key terms used in the provisions are provided. (JD)

ED 276 706

SP 028 346

SP 028 346 ED 276 706 Prochazkova, Huno
Information and the Teacher, Further Education of
Teachers, Vol. 4.
Charles Univ., Prague (Czechoslovakia). European
Information Centre for Further Education of
Teachers.
Pub Date. 26

Charles Univ., Prague (Czechoslovskia). Buropean Information Centre for Further Education of Teachers. Pub Data—86
Note—272p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MP01/PC11 Plus Postage.
Descriptors—Continuing Education, Information Systems, "Information Utilization, "Inservice Teacher Education, Information Systems, "Information Utilization, "Inservice Teacher Education, Information Systems, "Information, "Teacher Effectiveness, "Teachers, "User Needs (Information)
This monograph focuses upon the topical problems of the relationship of the teacher and information, namely as its user, producer, communicator, and methodologist. The basic postulate for the concept of the content and structure of this work were recommendations contained in documents of the respective international organizations and conferences defining the following priorities: (1) the evaluation of the efficiency of services provided by educational information systems at the national and international levels in relation to the differentiate meeds of various categories of educational person-el; (2) the study of the information needs of teachers as the most numerous and most varied category of users of information with regard to the specificities of their information environment and behavior; and (3) the assessment of the problem of information triaring in relation to teachers in connection with their own skills and methodological tasks in the field of information iteracy as a part of education. References to the literature document the stated facts and provide information numerous regulating the information training in relation to teachers; (3) bibliographies totaling five pages; and (4) the author's abstract in Russian, French, German, and Spanish. (JD)

ED 276 707 SP 028 353 MacKinnon, Allan M.
Detecting Reflection-in-Action in Preservice Elementary Science Teachers.
Pub Date—Apr 36

Note—25p.; Paper presented at the Annual Meet-ing of the American Educational Research Asso-ciation (67th, San Francisco, CA, April 16-20, 1986).

ciation (67th, San Prancisco, CA, April 16-20, 1980.)

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDBS Price - MP91/PO1 Plus Pestage.

Descriptors—Anxiety, "Cognitive Processes, Elementary School Teachers, Elementary Secondary Education, "Field Experience Programs, Higher Education, "Methods Courses, "Preservice Teacher Education, Science Instruction, Teacher Education, Science Instruction, Teacher Attitudes, Teacher Student Relationship This study draws on a conceptualization of the nature of professional knowledge called "Reflection-in-Action" put forth by Donald Schon, and seeks to determine whether it is applicable, and appropriate, to studying the way in which education students make sense of practical teaching experiences offered in methods courses. Schon's ideas are taken to the context of teacher education, and an analytical scheme for applying the categories of reflection-in-action to clinical supervision dialogue six proposed. A conceptualization of the "cycle of reflection" is developed, and a "clue structure," or set of criteria, for detecting reflective activity in clinical supervision is put forth. The use of the clue structure is illustrated with detailed analysis of excerpts from the clinical supervision dialogue with an elementary science methods student. (Author)

ED 276 708

ED 276 708

Kerchner, Charies T. Murphy, Michael
Negotiating Work Roles: Teaching Behavior in the
United States.

Pub Date—18 Apr 86

Note—29p; Paper presented at the Annual Moeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20,
1986).

ciation (67th, San Francisco, CA, April 16-20, 1986).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDBS Price - MF01/PC02 Plus Postage.

Descriptors—"Educational Policy, Elementary Education, Elementary School Teachers, "Role Perception, Teacher Administrator Relationship, "Teacher Behavior, Teacher Student Relationship, "Teacher Behavior, Teacher Student Relationship, on aspect of teacher behavior in which teachers appear as brokers of policies, changing and modifying their behavior to meet multiple expectations, is reported in this study. Nine elementary school teachers were observed at work in an attempt to relate what they did to the web of educational policy surrounding them. The purpose was to gain as anaphot of their teaching behavior rather than an ethnography of their occupational lives. Filed notes were taken on what the teacher did, what students did, the use of resources, and the interaction with the environment. Through interviews with the teachers, explanations were sought for behaviors. The teachers were seen as negotiators in interactions with students and also between the educational policy within which they operated and their classroom practices. The patterning effects of policy were seen in five different areas: (1) leason content; (2) text use; (3) program structure; (4) resource rationing; and (5) internalization of the organization's mission. Within each area, teachers also engaged in policy negotiation, either explicitly with school administrators or tacitly in the particular way they responded to policy dictates. (JD)

SP 028 356 New Jersey's Design for Educational Excelle Into Action.

Into Action.

New Jersey State Dept. of Education, Trenton.

Pub Date—Dec 86

Note—19p.; This publication is a followup to ED 266 538.

Note—19p.; Ins publication is a following to ED 266 538.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—Administrator Education, Change Strategies, "Educational Improvement, Elementary Secondary Education, Institutional Cooperation, "instructional Improvement, "State Action, State Standards, Teacher Certification Identifiers—"New Jersey
This booklet describes various new initiatives that the state of New Jersey has launched in the past 18 months, including: (1) proposed revisions of principal certification requirements; (2) a plan for state intervention in deficient school districts; (3) a plan for the supervision of instruction; (4) an adult iteracy program; and (5) a plan designed to forge more cooperative relationships between school boards,

district administrators, and teachers. The booklet also includes information about New Jersey's ongoing efforts to enchance the teaching profession (teacher's saleries, teacher certification), increase expectations for students, and raise standards for educational leaders. Among these initiatives are: (1) an alternate route to teacher certification (the Provisional Teacher Program); (2) the Academy for the Advancement of Teaching and Management; (3) a more difficult high school graduation test; and (4) efforts to recognize and reward outstanding teachers. (JD)

ED 276 710

SP 028 35

The New Jersey Provisional Teacher Program. A
Second Year Report.

New Jersey State Dept. of Education, Trenton.
Pub Date—Dec 86

Note—249. SP 028 357

Second Year Report.
New Jeney State Dept. of Education, Trenton.
Pub Date—Dec 86
Note—24p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plas Peatage.
Descriptors—Academic Education, Beginning
Teachers, Elementary Secondary Education,
Nontraditional Education, "Special Degree Programs, State Programs, "Teacher Certification Identifiers—Alternative Teacher Certification,
New Jensey
This booklet describes the New Jersey Provisional
Teacher Program that enables local school districts to employ college graduates who did not study education courses in college. In order to quality, a candidate must possess a degree in the subject he/she will teach and must pass a state certification test of subject knowledge. Purther, the candidate must be offered employment in a school district which has been approved by the state for training provisional teachers and which has made a contractual commitment to provide the necessary training provisional teachers and which has made a contractual commitment to provide the necessary training resources. During the first six weeks of employment, each provisional teacher receives an additional 120 hours of instruction and is supervised and guided by a district support team through a schedule of observations and meetings. The formal instruction of provisional teacher receives an achedule of observations and meetings. The formal instruction of provisional teachers conveys professional knowledge and skills identified by a panel of educational researchers as essential for beginning teachers. The successful candidate receives, at the recommendation of the school principal, a standard certificate at the end of the first year. (JD)

ED 276 711 SP 028 358

ED 276 711

SP 028 358
Ashton, Patricio And Others
Does Teacher Education Make a Difference? A
Literature Review and Planning Study. Excentive Summary and Technical Monograph.
Spons Agency—Florida State Dept. of Education,
Tallahassee, Student Assessment Section.
Pub Date—86
Grant—050-94640-850000
Note—270p.
Pub Type—Information Analyses (070)
EDRS Pries - MF01/PC11 Plus Postage.
Descriptors—0 Academic Achievement, Higher Education, Preservice Teacher Education, "Program
Effectiveness, Teacher Certification, "Teacher
Education Programs. Teacher Education, "Program
Effectiveness, Teacher Certification, "Teacher
Education Programs. Teacher Education, "Program
in: It type of teacher education related to student
performance? Major findings were: (1) teachers
with master's degrees were rated as more effective
by supervisors and had higher levels of student
achievement than teachers with bachelor's degrees;
(2) supervisors rated college of education graduates
more highly than graduates from liberal arts; (3)
teachers who earned more credit hours in professional education obtained higher students are supervisors and had higher student test scores than
teachers with fewer credits; (4) number of credit
hours taken by teachers in academic subjects was
reflected in their students' achievement; (5) teachers with higher grade point averages and higher
student achievement; (6) the National Teacher Exseriors on tests in the subjects they taught had higher
student achievement; (6) the National Teacher Exseriors on tests in the subjects they taught had higher
student achievement; (6) the National Teacher Exseriors on tests in the subjects they taught had higher
student achievement; (7) teachers'
grade-point average tended to be a more stable predictor of teacher performance than teachers' scores
on a single test; and (8) teachers meeting certification requirements received higher supervisor ratings
and had higher student achievement than teachers'
who did not meet certification standards. Methodological weaknesses i

and a design for future research using cause ling was proposed. A 12-page reference ile bles summarizing the research studies unde headings are appended. (Author/AA)

ED 276 712 SP 028 359

tary and Sec-

ED 276 712 SP 028 359
Staff Development in South Dakoia.
South Dakoia State Div. of Elementary and Secondary Education, Pierre.
Pub Date—[16]
Note—50p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education, Vinservice Teacher Education, Needs Assessment, Policy Formation, \*Program Design, \*Program Development, \*Staff Development, \*State Programs.

ment, Policy Formation, "Program Design, "Program Development, "Staff Development, (10) staff development, Devel

(4) evaluation; (5) staff development checklist; and (6) sample staff development plans. (JD)

ED 276 713 SP 028 366

Mitchell, Charles Maar, Joyce
Elementary School Certification Practices: Is It
Time for a Change?

Pub Date—[86]

Note—166]

Note—166,
Pub Type—Reports - Research (143)

EDRS Price - MPBI/PCDI Plus Postage.

Descriptors—Career Development, Educational Needs, Elementary Education, "Elementary School Teachers, Higher Education, "Preservice Teacher Attitudes, "Teacher Certification, Teacher Qualifications Identifiers—Tennessee

A total of 100 teachers from a large metropolitan school district, a small city school system, and a rural school system in Teanessee responded to a survey about elementary achool level career paterns. Survey questions focused on teacher background, attitudes and expectations about teaching, and future career plans in teaching, Results indicated that about 44 percent of teachers who had wished to teach in kindergarten through third grade started at a level that was at least two grades higher; teachers who wished to teach grades 4-6 often taught at the lower levels. It appeared that teachers were frequently asked or ordered to change to a different grade level, even when they did not feel qualified for the assignment. Although all teachers were frequently asked or ordered to change to a different grade level, even when they did not feel qualified for kindergarten through third grade, 13 percent felt that they were estified to teach the kindergarten through eighth grades, 56 percent felt that they were pest qualified for fourth through sixth grade, and 23 percent felt that they were qualified for kindergarten through third grade, and 31 percent felt that they were percent fe

ED 276 714 SP 028 367 ED 276 714 SP 028 367
Griffin, Gary A.
Teaching as a Profession: The Reform Agusda for
Teacher Education.
Rhode Island Univ., Kingston.
Pub Date—15 Oct 86
Noto—28p.; Paper presented at the Annual Robert
Finkelstein Memorial Lecture (13th, Kingson, RI,
October 15, 1986).
Pub Type—Reports — Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PO2 Plus Postage.
Descriptors—Academic Standards, \*Educational
Change, Elementary Secondary Education,

Higher Education, \*Inservice Teacher Education, \*Preservice Teacher Education, Professional Recognition, \*Program Improvement, Teacher Certification, \*Teacher Education Programs, Teacher Effectiveness, Teaching Conditions
Three broad areas of recommendations in the teacher education reform agends are addressed in this paper. These areas are preparation and continuing education of teachers, the conditions of teachers in the schools, and the requirements of teacher certification and licensure. The reform recommendations are aimed at: (1) the professional status of teachers; (2) the intellectual requirements of teacher education; (3) the relation of teacher education; (3) the relation of teacher education; (3) the rolation of teacher education; (4) the continuing education of teachers; (5) standards, certification, and licensure of teachers; (6) the working conditions of teachers; and (8) the social composition of the teaching; (7) the recommendation is discussed in the light of what is expected of teachers, what teachers expect, how the recommendation is discussed in the light of what is expected of teachers, what teachers expect, how the recommendation relates to the education of teachers, and how the recommendation can best be effected. (JD)

ED 276 715 SP 028 381 Barr, Robert D., Ed. Schalock, H. Del, Ed. Wingspread Conference on Quality Assurance in Teacher Education (Ractae, Michigan, May

11-13, 1986).

Wingspread Conference on Quality Assurance in Teacher Education (Racias, Michigan, May 11-13, 1986).

American Association of Colleges for Teacher Education, Washington, D.C.; Oregon State Univ.-Western Oregon State Coll., Corvallia. School of Education.

Pub Date—May 86

Note—289.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF91/PC02 Plus Postage.

Descriptors—Beginning Teachers, Helping Relationship, Higher Education, eservice Teacher Education, "Student College Relationship, "Teacher Improvement Identifiers—"Teacher Warranty

A small group of influential educators participated in a Wingspread Conference to discuss the topic of teacher warranty programs. While each of the warranty programs described at Wingspread was distinctive, there were a number of features that all seemed to have in common: (1) teacher warranty programs are a form of quality assurance for employers; (2) teacher warranty programs are a form of institutional commitment to graduates; and (3) teacher warranty programs are a form of multitutional commitment to graduates; and (3) teacher warranty programs are a form of multitutional commitment to graduates; and (3) teacher warranty programs are a form of sultitutional commitment to graduates; and (3) teacher warranty programs are a form of multitutional commitment to graduates; and (3) teacher warranty programs (2) warranty assets; (3) tingering ansieties; (4) evolution of the warranty; (5) concept of warranty make in student learning; (7) a marketing strategy for warranties; and (6) the timpact the warranty has had on teacher education. (ID)

ED 276 716 SP 028 385

ED 270 749

Blackmon, Gloria R.

Focus on Haitian and Hispanic Cultures: Strate-gies for Health Care Changes.

Pub Date—30 Jun 36

Note—29p.

Pub Type— Information Analyses (070) — Opinion

Pub Date—30 Jun 86

Note—29p.
Pub Type—Information Analyses (070) — Opinion
Papers (120)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Attitude Change, "Change Strategies, "Cultural Influences, "Haitians, "Hispanic Americans, Preschool Education, "Primary Heath Care, Religion, Social Values
This paper discusses the adaptation of change theory to cross-cultural nursing or more specifically, the adaptation of Haitian and Hispanic mothers to American practices in the health care of pre-school children. The problems proposed are: How does one effect change in human systems? and What strategies and procedures does one apply in attempting to bring about change in human systems? Implicit in these questions is the assumption that knowledge of accial-cultural and behavioral variables is important. A review of literature is presented on values, customs, culture and social organizations and health beliefs and practices of cultural groups. The dominant role that religion plays in the lives of Haitians

and Hispanics is considered with particular emphasis upon the relationship between the people and their priests or Voodoo/doctors, to whom they look for guidance and healing. Three types of strategies for effecting change in human systems are discussed: (1) the empirical-rational strategies, which are based on the ability of humans to be logical and to reason; (2) the power-coercive approach, which places emphasis on the application of political and economic power; and (3) normative re-educative strategies, which are based upon the commitment to, and internalization of, sociocultural norms on the part of individuals. (JD)

ED 276 717 SP 028 391

the part of individuals. (JD)

ED 276 717

SP 028 391

Valmont, William J.

Preservice Teachers' Attitudes toward Videotaped
Instructional Modules in Undergraduate Reading Courses. University Students' Attitudes
toward Videotaped Instruction: A Pollow-up
Study,
Pub Date—[85]

Note—149.

Pub Type— Reports - Research (143)
EDRS Price - MPUL/POB Plus Postage.

Descriptors—Followup Studies, Higher Education,
\*Instructional Materials, \*Preservice Teacher Education, Reading Instruction, Student Attitudes,
\*Videotape Recordings
In the spring of 1985, 58 undergraduate students
at a large university in the Southwest in a beginning
course in diagnosis and instruction in reading were
shown a videotape of a librarian who was demonstrating the art of telling stories to elementary
school students. Following the viewing of the videotape instructional module, the subjects completed a
questionnaire on their opinious about the value of
this type of module. Aside from being impressed
with the production and content of the videotape
presentation, the students strongly felt that viewing if
had a great deal of value for them as students and
future teachers. They endorsed having the videotape as a permanent part of the course, and unanimounty wished to see additional tapes. They showed
that they were capable of identifying the major
joints presented in the tape and indicated strongly
that videotapes help them to learn effectively. In the
summer of 1985, a followup study was conducted
with 18 students taking the same undergraduate
reading course. These students were shown four videotapes as part of instruction. These students reseponded positively with their overall impressions of
the four videos, but were not as enthusiastic as the
students in the previous sutudy who had seen only
one. The students also expressed a strong desire to
have more instruction in this manner. Findings indicated that 30-minute presentations are optimum for
holding students' interest and attention. (JD)

ED 276 718 SP 028 392
Tripp, David H.
Teachers' Journals: An Illustrated Rationale for
Teacher/Researcher Partnership in Curriculum
Research.
Pub Date—Apr 86
Note—37p; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
Sanahard/Meeting Paper (150)

1986).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MP01/P02 Plus Postage.
Descriptors—Curriculum Development, \*Curriculum Research, \*Diaries, \*Educational Researchers, Elementary Secondary Education, \*Teacher

lum Research, "Diaries, "Educational Researchers, Elementary Secondary Education," Teacher Behavior
A professional journal, written by teachers and read by curriculum researchers, may help the collaborative process needed to produce effective curricula that teachers will use in their classrooms. A journal of this kind could help researchers understand teachers' thought and planning processes and why curricula may have been adapted in a special way. The journal could prove an invaluable source of data, information, and vicarious experience, increasing researchers' understanding of the classroom teaching experience. This paper illustrates the a journal and points to some implications for both curriculum research and teacher education. (Author/CB)

ED 276 719 SP 028 395 Dalton, Michael Dodd, Jennifer
Teacher Thinking: The Development of Skill in
Using Two Models of Teaching and Model-Rele-

vant Thinking. Pub Date—Apr 86 Note—28p; Paper presented at the Annual Meet-ing of the American Educational Research Asso-ciation (67th, San Prancisco, CA, April 16-20, 1986).

1986).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—\*Cognitive Processes, \*Creative Thinking, \*Decision Making, Teacher Behavior, \*Teachers, Teaching Methods, \*Transfer of Training

Identifiers—\*Concept Attainment Strategy, \*Synaptic Synaptic Sy

Training Identifiers—"Concept Attainment Strategy, "Synectics
The purpose of this study was to learn about teachers' thinking processes as they attempted to implement in their classrooms two recently sequence models of teaching. The first, the consequence models of teaching to certain cues provided by positive or negative exemplars. The second, the synectics strategy, had the teacher lead students through a series of direct analogies, personal analogies, and compressed conflicts activities that were designed to induce metaphoric thinking and increase the likelihood of inducing creative thinking. The subjects were 10 teachers attending an intensive 4-week training program on the models, the training paradigm was theory, demonstration, practice, feedback and coaching. Data gathered through classroom observation and a stimulated-recall process were analyzed and discussed according to the four questions that guided the study: (1) As a result of the training program, did the teachers regularly use each new model of teaching? (2) Are there differences in the concept attainment strategy as compared to the synectics strategy? and (4) Are there differences in what the teachers were thinking when using the oncept attainment strategy as compared to the synectics strategy? Data from the study are presented on attached tables. (ID)

ED 276 720 SP 028 398 Teacher Education Review: 1983-1986. A Report to the Presidents. Committee on Excellence in Teaching and Learning. American Association of State Colleges and Univer-sities, Washington, D.C.

American Association of State Colleges and Universities, Washington, D.C.
Pub Date—86
Note—28Note—86
Note—29Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PO11 Plus Postage.
Descriptors—Academic Standards, "College Role, Curriculum Development, Differentiated Staffs, "Educational Change, Higher Education, Teacher Certification, "Teacher Education Programs, Teacher Recruitment Identifiers—Teacher Competency Testing
This report was prepared to inform and advise the presidents of state colleges and universities of the scope of the current nationwide movement for teacher education reform, and offer recommendations for change in teacher education with particular reference to the responsibilities, obligations, and broad missions and goals of the American Association of State Colleges and Universities (AASCU) institutions and AASCU as an organization. The principal recommendations are catalogued. Six recommendations are identified and detailed in this report on the following subjects: (1) minority recruitment; (2) national standards and certification; (3) national testing; (4) tiered staffing in public schools; (5) who is responsible for curriculum; and (6) should the undergraduate degree in education be eliminated. (ID)

ED 276 721 SP 028 400 Murray, Stephen L.
Considering Policy Options for Testing Teachers.
Northwest Regional Educational Lab., Portland, Oreg.

Oreg.

Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—Nov 86
Contract—400-86-0006
Note—40p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Standards, "Educational Policy, Elementary Secondary Education, "Policy Formation, State Standards, "Teacher Effectiveness, Teacher Improvement, Test Format, "Testing Programs Identifiers—Teacher Competency Testing This paper focuses specifically on paper and pencil testing as a tool contributing to a quality teaching force. Information is presented for those who have responsibility or interest in state level policies for using such tests to promote educational quality. Using institutional stages of a teacher's career as an organizing scheme for test use, the paper provides a framework for examining a range of policy opions, discusses requirements for tests to support different decisions, and identifies issues important to implementing these options. Focus is upon paper and pencil testing as a policy tool because of the tremendous amount of interest it has received in the past few years. It is advocated that testing be considered as only one of many means to control teacher quality. As a backdrop for examining teacher testing policy, three fundamental questions are posed: (1) Why test teachers' (2) What decisions will teacher testing support? and (3) What are the requirements for tests? A framework addressing these dimensions of teacher testing policy is offered to help policy makers analyze the appropristeness of specific policy options. It offers information for: (1) examining whether a testing option under review will be consistent with the underlying purposes of the policies; (2) identifying decisions supported by the testing; (2) identifying decisions supported by the testing and (3) revealing technical and legal requirements of the tests to be used. Guidelines are offered for avoiding the primary pitfalls of teacher testing programs. (ID)

SP 028 401 ED 276 722

ED 276 722 SP 028 401

Yount, Rebecca, Ed. And Others

Partsershlp for Excellence. School/College Collaboration and Building Integrated Teacher Education Systems Statewide. Proceedings of the Summer Institute of the Council of Chief State School Officers (Delavan, Wisconsia, July 28-August 2, 1985).

Council of Chief State School Officers, Washington, D.C.

D.C. Spons Agency-Andrew W. Mellon Foundation, New York, N.Y.

D.C.
Spons Agency—Andrew W. Mellon Foundation,
New York, N.Y.
Pub Date—85
Note—224p.
Available from—Council of Chief State School Officers, 379 Hall of the States, 400 N. Capitol Street,
NW. Washington, DC 20001 (\$5.00).
Pub Type—Collected Works - Proceedings (021)—
Reports - Descriptive (141)
EDBS Price - MFDI Plus Postage. PC Not Available from EDRS.
Descriptors—Career Ladders, \*College School Cooperation, "Educational Cooperation, Elementary Secondary Education, Higher Education, Preservice Teacher Education, Research Utilization, State Action, \*Statewide Planning, Teacher Education Programs
Papers and panel discussions contained in this proceedings examine various aspects of educational collaboration and other closely related topics. Titles and authors of the papers, and subjects of the panel discussions, are as follows: (1) "A Look at the Research/Demographics: What Do They Tell us About Integrating Statewide Systems for Teacher Education" (Judith Lanier); (2) "Some Preliminary Findings of the Study, College: A Report on the Undergraduate Experience in America" (Ernest L. Boyer); (3) "The Responsibility of the University in Building Collaborative and Integrative Systems for Teacher Education" (Prank Newman; (6) "Teacher Education" (Prank Newman; (6) "Teacher Education (7) (Prank Newman; (6) "Teacher Education: A New Vision for the Next Century" (Albert Shanker); (7) Panel Discussion: "Alternative School/College Collaboration Programs"; (6) "Can Collaboration Advance Teacher Education" (Prank Newman; (6) "Teacher Education of Teacher Foreward (Eugene M. Hughes); (1) "An Eacher Sudicion of Teachers and Improve the Quality of Education at all Levels" (Eugene M. Hughes); (11) Panel Discussion: "University and School Relations and the Teacher and Improve the Quality of Education at all Levels" (Eugene M. Hughes); (12) "Faccher Education" (Tomas A. Arciniega); (13)

"Case Study: Career Ladders Legislation in South Carolina" (E. Crosby Lewis); (14) "School/University Partnerships: Promises and Caveats" (John Goodlad); (15) Panel Discussion: "Quality Control Issues in Teacher Education: Can School/College Collaboration Affect Them?"; (16) "The One-Room Satellite School" (Lee Sherman Dryfus); and (17) Panel Discussion: "Has Collaboration Pacilitated the Integration of Statewide Systems in Advancing Teacher Education?". (JD)

ED 276 723 SP 028 402

ED 276 723

Buchmann, Margret

Teaching Enowledge: The Lights That Teachers

Live By, Occasional Paper No. 106.

Michigan State Univ., East Lansing, Inst. for Research on Teaching.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Oct 86

Contract—400-81-0014

Note—29p.

Available from—Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, E. Lansing, MI 48824

(33.00).

ing. Courge of noticeston, stronges of size University, 252 Brickson Hall, B. Lassing, MI 48824 (\$3.00). Pub Type— Opinion Papers (120) EDBS Price - MF91/PC02 Plus Postrage.

Descriptors—\*Classroom Techniques, Social Values, "Teacher Student Relationship, "Teaching Methods, "Teaching Styles This paper introduces four categories of knowledge: "the followsys of teaching, "local mores," "private views," and "teaching expertise." The followsys of teaching describe "teaching as usual," learned and practiced in the half-conscious way in which people go about their everyday lives. Local mores constitute teaching knowledge held and used like the folkways and mostly based on them, yet local mores are more variable and likely to be articulated as maxims or missions. Teachers' private views are personally compelling, arising from the peculiar experiences, feelings, and characteristics of individuals. What marks off teaching expertise from the folkways, local mores, and private views is less what associated knowledge is about than how it is held and used. Although it can build on the folkways, teaching expertise goes beyond their mastery or skilled performance by including (a) judgments of appropriateness, testing of consequences, and considerations of ends rather than means, and (b) less typical modes of practice, such as explanation, discussion, and the deliberate management of value dilemmas. This paper analyzes, in detail, the "folkways of teaching." arguing that they are known by acquaintance, through participation, and as common sense. (Author/ID)

ED 276 724 SP 028 404

Brophy, Jere On Motivating Students. Occasional Paper No.

On Motivating Stateman. Uccasions Fape 1911.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Oct 86
Contract—400-81-0014
Note—80p.

Available from—Institute for Research on Teaching. College of Education, Michigan State University.

Available from—Institute for Research on Teach-ing, College of Education, Michigan State Univer-sity, 252 Erickson Hall, E. Lansing, MI 48824 (57,00).

sity, 232 Erickson Hall, E. Lansing, MI 48824 (57.00). Pub Type—Reports - Research (143) EDRS Price - MF01/PC04 Plus Postage. Descriptors—Behavioral Objectives, \*Classroom Techniques, Elementary Secondary Education, \*Learning Strategies, Student Attitudes, \*Student Motivation, \*Teacher Influence, Teacher Student Relationship Written for teachers, this paper reviews basic concepts and issues relating to the topic of student motivation in the classroom and suggests strategies for teachers to use in motivating their students. The paper identifies four casential preconditions that must be in place if teachers are to motivate effectively and then provides descriptions and examples of four sets of motivational strategies strategies for capitalizing on existing intrinsic motivation, strategies for capitalizing on existing intrinsic motivation, and strategies for stimulating student motivation at clearn the knowledge or skills that academic activities are designed to develop. The last set of strategies is given special emphasis because these

strategies have been relatively neglected in writings on motivation in the classroom, even though these are the only strategies that will directly stimulate the type of high-quality engagement in academic content that is the heart of students' motivation to learn. The examples are drawn mostly from junior high social studies classes, although the principles apply to all grade levels and subject matter areas. (A six-page reference list concludes the document.) (Author)

ED 276 725 SP 028 405
Melnick, Susan L. Raudenbush, Stephen W.
Influence of Pupils' Gender, Race, Ability, and
Behavior on Prospective and Experienced Teachers' Judgments about Appropriate Feedback.
Rassacrch Series No. 175.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—Oct 86
Contract—400-81-0014
Note—41p.

Contract—400-81-0014 Note—41p. Available from—Institute for Research on Teach-ing, College of Education, Michigan State Univer-sity, 252 Erickson Hall, East Lansing, MI 48824 (\$3,50).

ing, College of Education, Michigam State University, 252 Erickson Hall, Bast Lansing, MI 48824 (\$3.50). Pub Type—Reports - Research (143) EDRS Price - MPDI/PCO2 Plus Pestage.

Descriptors—Academic Achievement, Elementary Education, Feedback, Racial Bias, Sex Bias, Student Attitudes, Student Rehavior, \*Student Characteristics, Teacher Attitudes, Teacher Relationship

Because certain teacher behaviors which maximize student engagement in learning have been found to increase student achievement, the sources of those behaviors provide an important focus for research os teaching. The finding that teachers treat children of different gender, race/ethnicity, or sblidy in ways that may have deleterious consequences for subgroups of children has been a recurrent theme in classroom research. One important source of teacher behavior is teacher judgments about how best to respond to students during upstile recitation. This paper examines how student gender, race/ethnicity, behavior, and ability influence prospective and practing teachers' judgments about how to respond to students who answer questions incorrectly during hypothetical episodes of reading recitation. During the seasions, student behavior and ability significantly influence detechers' judgments: Teachers were more "sustaining" toward on-task students than off-task students than more sustaining toward low-ability students than high-ability students incharacteristics incluence the purposes for which sustaining behavior, ability, gender, and race suggested that student characteristics incluence the purposes for which sustaining behaviors are used and the messages they conveny. (A three-page reference list concludes the document.) (Author)

ED 276 726
Physical Education Instructional Resources.
Maryland State Dept. of Education, Baltimor of Library Development and Services.
Pub Date—86
Note—163p. SP 028 407

of Library Development and Services.
Pub Date—86
Note—163p.
Pub Type—Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/FC07 Plus Postage.
Descriptors—Bducational Resources, Elementary Secondary Education, Instructional Materials, Periodicals, \*Physical Education, Professional Associations Identifiers—\*Maryland
This publication is designed to assist administrators, teachers, and library personnel in selecting materials to support instruction in physical education resources for student learning; (2) physical education resources for student learning; (2) physical education resources for student learning; (2) physical education related journals; (5) physical education related journals; (5) physical education related journals; (5) physical education related associations, and four-year physical education teacher preparation institutions; and (6) publishers of distributors of the materials listed under (1) and (3), (JD) (3). (JD)

SP 028 408 ED 276 727 Secondary Dance Instructional Guide

Montgomery County Public Schools, Rockville, Md. Dept. of Instructional Planning and Develop-

Md. Dept. of Instructional Planning and Development.
Pub Date—Sep 86
Note—77p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MP91/PC04 Plus Postage.
Descriptors—Aerobics, "Curriculum Development, "Dance Education, Fine Arts, Group Activities, Individual Development, Secondary Education, "Secondary School Curriculum
This manual provides guidelines for dance teachers in secondary schools. A brief statement is made on the purpose and philosophy of dance education, and activities and instructional suggestions are presented for various dance forms: (1) group dance -folk/ethnic, square dance, and social dance; (2) serobic dance; (3) jazz dance; (4) modern dance; (2) serobic dance as fine att. Instructional and evaluation forms are included. Information is given on treatment for the more common dance-related strains and injuries. The appendices include a glossary of dance terms, a list of equipment resources, an annotated bibliography, and a chart showing dance curriculum match with Maryland State framework expectations. (JD)

ED 276 728 SP 028 411

ED 276 728

Frick L. G. M. Hanselmann, B.

Job Satisfaction and Stress among Teachers: A
Comparative Study.
Pub Data—Sep 86

Note—14p.; Paper presented at the Annual Meeting of the Association of Teacher Education in
Europe (September 1-5, 1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionmaires
(160)

EDBS Price a MEDI/PCBI Plus Pastram.

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150) — Tests/Questionnaires (160)
EDBS Price - MF61/PC01 Plus Postage.
Descriptors—Comparative Analysis, Elementary Secondary Education, "Faculty Mobility, Foreign Countries, "Job Satisfaction, "Stress Variables, Teacher Attitudes, "Teaching (Occupation), Teaching Conditions
Identifiers—Netherlands
in Holland over the past few years there have appeared several research reports paying attention to the difficult working conditions of teachers. A problem with these reports is that it is not clear to what extent the problems described are more serious than in other places, for example, among people working in different professions or among teachers in other countries. The research project reported here concerns both these aspects: comparability with different professions, and teachers in other countries. For the comparison with other professions, former teachers were chosen who worked for some time as teachers in secondary education and who changed their jobs. Because the project is in its early stages, the comparison between Dutch and German teachers. A description is given of how job satisfaction was measured, and what factors were taken into consideration in comparing the job satisfaction was measured, and what factors were taken into consideration in comparing the job satisfaction of teachers and the job satisfaction of former teachers who switched to other professions. A comparison was also made between the amount of stress experienced by current teachers and those who have left the profession for other fields. A discussion is presented on the value of research on this topic and how comparative studies can contribute to the improvement of the working conditions of teachers. A job astisfaction test for teachers is appended. (JD)

ED 276 729 SP 028 413 Supply and Demand of Teachers in Wisconsin. Wisconsin State Dept. of Public Instruction, Madi-

Wisconsin State 2-7

son.

Pub Date—Dec 86

Note—20p.

Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MPBL/PO3 Plus Postage.

Descriptors—"Elementary School Teachers, Elementary School Teachers, Elementary School Teachers, Elementary School Teachers, State Surveys, Teacher Characteristics, "Teacher Shortage, "Teacher Supply and Demand Identifiers—"Wisconsin

This document provides information on the currently and demand in Wiscon-

Identifiers—"Wisconsin
This document provides information on the current status of teacher supply and demand in Wisconsin. Brief statements are presented on supply sources for teachers (recent graduates, returning teachers, out-of-state transfers and transfers within the state), and on where shortages exist and where

the demand is greatest. Further informational played in tables, includes: (1) the educational of education graduates in the elementary an ondary levels; and (2) age dats on Wisconsin ers by sex and subject area. (JD)

cedary levela; and (2) age data on Wisconsin teachers by sex and subject area. (JD)

ED 276 730

LaForce, Beth And Others
The Role of the Supervisor Refined.
Pub Data—Feb 86

Note—19p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, OA, February 22-26, 1986).
Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Pius Postage.
Descriptor—Conferences, Higher Education, "Interaction Process Analysis, Methods Courses, Preservice Teacher Education, "Student Teachers, "Student Teacher Supervisors, "Teacher Student Relationship, Teacher Supervisors, Teacher Student Relationship, Teacher Supervisors, Teacher Student Relationship, Teacher Supervisor onference between a student teacher and the college supervisor. The theoretical perspective is described and transcripts of conferences for the Michigan State University Multiple Perspectives Teacher Education program are used as examples. Pollowing analysis of the transcripts of student teacher and supervisor conferences, it was hypothesized that the quality of the supervisor to orchestrate the linkages during the conferences. This means that the supervisor must be able to interactively develop with the student teacher a dialogue in which the complexity of ideas and lishages increases over time and even over a given conference. This means that the supervisor must be able to interactively develop with the student teacher of ability. The first is the ability to make links between practice and the professional knowledge aught in a given program. The second is the ability to determine with the student teacher the appropriate amount of data to be discussed. Too little information will leave the student teacher unchallenged and at his or her current place of practice. On the other hand, too much may leave the candidate overloaded and confused about what to do next. That leaves the supervisor and the student teacher with the task of determining the "just right" place so that the student teacher and all s

ED 276 731 SP 028 436

ED 276 731

SP 028 436

Kourlisky, Marilyn Quarunia, Lory

Effective Teaching, Principles and Practice.

Report No.—ISBN-0-673-18386-6

Pub Date—87

Note—223p.

Note—223p.

Available from—Scott, Foresman & Co., College
Division, Advertisting Dept., 1900 East Lake
Ave., Glenview, II. 60025 (314.36).

Pub Type—Guides - Non-Classroom (055) —
Books (010)

Document Not Available from EDRS.
Descriptors—\*Classroom Techniques, \*Curriculum
Development, \*Curriculum Evaluation, Educational Technology, Inquiry, \*Learning Strategies,
Leason Plans, Student Centered Curriculum,
\*Teacher Effectiveness, \*Teaching Methods,
Units of Study

This book is for both teachers in training and
those already in the classroom. It covers the underlying skills necessary for curriculum development,
focusing on initiating, developing, implementing,
and evaluating written lesson and unit plans. In addition, the book presents a wide range of instructional strategies, from the lecture method to
experience-based instruction, with an emphasis on
translating seach strategy into classroom practice.
Learning principles and classroom discipline techniques are also explored because they play a pivotal
role in the creation of a successful classroom. A set
of practice activities based on the key instructional
concepts and classroom applications presented in
the text are appended, as well as a set of worksheets
and blank forms that may be used in assessing, planning, and executing instruction. (JD)

## TM

ED 276 732 TM 850 617 iner, Howard imating the Number of Examinees Who Did

Not Reach the Last Item of a Section.

Educational Testing Service, Princeton, NJ. Program Statistica Research Project.

Report No.—ETS-RR-85-20; BTS-TR-85-60

Pub Date—May 85

Note—12p.

Pub Type—Reports - Research (143)

EDRS Price - MP91/PCB1 Plus Prestage.

Descriptors—College Entrance Examinations,

High Schools, "Item Analysis, "Response Style
(Tests), Testing Problems, "Test Items, Tust

Length, "Timed Tests, Transformations (Mathematics).

High Schools, "Item Analysis, "Response Style
(Tests), Testing Problems, "Test Items, Tust

Length, "Timed Tests, Transformations (Mathematics).

Identifiers—Scholastic Aptitude Test

It is important to estimate the number of examin
ces who resched a test item, because item difficulty

is defined by the number who ensched the item. A new

method is presented and compared to the previously

used definition of three categories of response to an

item: (1) answered; (2) omitted—a nonresponse fol
lowed, immediately or eventually, by a marked item

in the same section; or (3) not reached—a nonre
sponse when no subsequent item in the section is

answered. This practice makes it impossible to de
termine that the last item of a section was omitted,

and may result in a biased (too easy) estimate of

difficulty. The proposed method uses Tukey's Flog,

e logistic transformation which enables linear ex
trapolation to plot the proportion of examinees who

reach an item against the item number. Using 25

items from the Scholastic Aptitude Test as an exam
ple, 421 more examinees reached the last item than

previously estimated, changing the item difficulty

from 17 to 17.5. This proposed modest change ap
pears to improve measurement accuracy, particu
larity when the estimated item difficulty must

remain stable despite changes in item position.

(GDC)

ED 276 733 TM 860 602 Erling, Sally
Assessment of Programs for Gifted Students.
Plane 1: Interim Progress Report.
North York Board of Education, Willowdale (Ontario). Pub Date—Feb 85

Pub Date—Feb 85
Note—42p.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—\*Academically Gifted, Elementary
Secondary Education, Evaluation Methods, Foreign Countries, Formative Evaluation, Interviews,
"Parent Attitudes, "Program Evaluation, "Questionnaires, Self Concept Measures, Special Education, "Student Attitudes, Surveys, "Teacher
Attitudes
Identifiers—Mail Surveys, North York Self Con-

cation, \*Student Attitudes, Surveys, \*Teacher Attitudes
Identifiers—Mail Surveys, North York Self Concept Inventory (Crawford), Ontario (North York). A study was conducted to review the programs provided for gifted children by the North York, Ontario, Board of Education. The current report is an interim progress report encompassing the first phase of the study. Data collection for this phase focused on parent and teacher perceptions, and student self concepts. A questionnaire was used to study parent perceptions. Teachers had the option of a questionaire or an interview, and students completed the appropriate level of the North York Self Concept Inventory. Results showed that the programs for the gifted had been well received by the staff and the parents of the students. The programs meet the needs of the gifted children. The comments about the program referring to the elementary program were most positive. In higher grades some teachers experienced difficulty meeting individual needs through programs were offered. The parent and teacher survey questionnaires are appended. (JAZ)

ED 276 734 TM 860 603

ED 2-10-104
Macfarlane, Jim Crawford, Put
Effect of Sex-Segregated Mathematics Classes on
Student Attitudes and Achievement in Mathematics. Av. Jackson Secondary School, Year 1,
North York Board of Education, Willowdale (On-North York Board of Economics (143) — Tests/ tario).

Pub Date—Sep 85

Note—60p.

Pub Type— Reports - Research (143) — Tests/ Questionnaires (160)

EDRS Price - MF61/PC03 Plus Postage.

Descriptors—Attitude Measures, Females, Foreign Countries, Grade 10, High Schools, \*Homogense-

ous Grouping, Interviews, Males, "Mathematics Achievement, Mathematics Anxiety, Mathemat-ics Education, "Parent Attitudes, Questionnaires, Research Methodology, "Sex Differences, "Stu-dent Attitudes, "Teacher Attitudes, Teaching Methods

Ontario (North York), Single Sex

Methods
Identifiers—Ontario (North York), Single Sex Classes
A great number of students, and a particularly high proportion of females, do not study mathematics beyond minimum high achool requirements. Research indicates that sergeation of mathematics classes may help reduce the incidence of female students dropping out of that subject. In an attempt to redress this situation, A. Y. Jackson Secondary to redress this situation, A. Y. Jackson Secondary School of North York, Ontario, elected to stream all grade 10 advanced mathematics classes by sex, beginning in 1984. This study evaluated the effects of the segregated classes on participation rates by sex, student attitudes, student achievement, and reactions of students, parents and teachers. The study was designed to be conducted over a 4-year period, so that the progress of the students could be monitored through grades 10-13. The results of the first year study showed that there may have been some changes in the attitude of certain students, and there may have been some changes in the attitude of certain students, and there may have been some changes in the achievement of some students. The largest percentage of comments made by parents and students reflected the belief that attitudes and achievement were not affected by segregated classes. Teachers were positive about the program. Appendices include a literature review and bibliography of three pages, and student and parent questionnaires. (IAZ)

TM 860 605 Simons, Mavis Erling, Sally Writing Folders; Field Study, 1985-86. North York Board of Education, Willowdale (On-

North York Board of Education, Willowdale (On-tario).

Pub Date—May 86

Note—46p.

Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)

EDRS Price - MP61/PC02 Plus Postage.

Descriptors—\*Check Lists, \*Classroom Observa-tion Techniques, Classroom Research, Elemen-tary Secondary Education, \*Bvaluation Methods, Foreign Countries, Parent Attitudes, \*Question-naires, Student Attitudes, Teacher Attitudes, Time on Task, \*Writing Evaluation, Writing Pro-cesses

cesses
Identifiers—Ontario (North York), \*Writing Fold-

Identifiers—Ontario (North York), "Writing Folders
A writing folder is a resource tool which has been
designed to reflect the phases of the writing process
and which complements other classroom strategies
and teaching methods used to enhance the understanding of this process. A field test was conducted
during the 1985-85 school year to gather information on the use of writing folders in 78 North York
(Ontario) schools. One component of the field studywas a 23-ttem questionnaire distributed to and completted by teachers in the 78 schools. A selected
number of classes were visited to observe students
using the folders, and a checklist form was used to
record observations. The results of both survey responses and classroom observations showed that
writing folders seem to be well received by the
teachers and students who use them and are perceived to have had a positive effect on students'
writing in terms of process as well as product. The
questionnaire and the classroom observation checklist are appended. (JAZ)

Bist are appended. (JAZ)

ED 276 736

Lehmann, Irvin J. Phillips, Susan E.
Teacher Competency Examination Programs: A
National Survey.

ERIC Clearinghouse on Tests, Measurement, and
Evaluation, Princeton, N.J.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Report No.—ERIC-TM-92
Pub Date—Aug 86
Contract—OERI-400-86-0018
Note—57p.
Available from—ERIC Clearinghouse on Tests,
Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541-0001 (38.00).
Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Reports - Research (143)
EDRS Price - MP01/PC03 Plus Postage.
Descriptors—Educational Policy, Higher Education, \*Licensing Examinations (Professions),

"Minimum Competency Testing, "National Surveys, Occupational Tests, Questionnaires, Research Methodology, "State Programs, State Standards, "Teacher Certification, Teacher Education, Teacher Evaluation, Teacher Education, Teacher Cartification, Teacher Evaluation, Teacher Qualifications, "Testing Programs
Identifiers—National Teacher Examinations
Teacher competency testing is not new, but since the mid-1970s the number of states requiring new teachers to be tested has grown rapidly, States differ in their definition of competence, in the methods they use to assess competence, and in the treatment of teachers who do not meet competency requirements. This monograph describes a national survey examining the variety of state teacher competency examination programs. Definitions of terms associated with teacher competency, teacher performance) are offered. The 20-item questionnaire is described and the methods used in analyzing responses are discussed. Results showed minor differences among testing programs, such as testing of all supervisory staff or the number of retakes to be allowed falling candidates. There was minimal disagreement on major issues, and there was a consensus that the results of the teacher competency examination be used for certifying teachers rather than for merit pay or salary decisions. An appendix provides a summary of state programs, including laws mandating the programs, the areas tested, the tests used, and the names and addresses of state contacts. (LMO)

ED 276 737 TM 860 625 Kingston, Neal M. Holland, Paul W. Alternative Methods of Equating the GRE General Test

Alternative Methods of Equating the GRE General Test.

Alternative Methods of Equating the GRE General Test.

Spons Agency—Graduate Record Examinations Board, Princeton, N.J.

Report No.—ETS-RR-86-16; GREB-PR-81-16P Pub Date—May 86

Note—S8p; Appendices contain small print.

Pub '1ype—Reports - Research (143)

EDRS Price - MP91/PCU3 Phus Pestage.

Descriptors—"College Entrance Examinations, Data Collection, "Equated Scores, Error of Measurement, Estimation (Mathematics), Higher Education, "Latent Trait Theory, "Mathematical Models, Mathematics Tests, Research Design, Scoring, "Statistical Bias, Statistical Studies, Test Construction, Verbal Tests

Identifiers—Analytical Tests, "Graduate Record Examinations This study addresses the test-disclosure-related

Construction, Verbal Tests, \*Graduate Record Examinations
This study addresses the test-disclosure-related meed for more Graduate Record Examinations (GRE) General Test editions in a situation where the number of examinees is stable or declining. Equating is used to guarantee that examinees of different test editions are treated equitably. The data collection designs used in this study were: (1) Nonrandom Group External Anchor Test (NREAT); and (2) Random Group, Preoperational Section (RPOS). Bias and root mean squared error were calculated for the verbal, quantitative, and analytical GRE measures. Item response theory (IRT) and linear equating definitions were applied. In using RPOS or IRT, a high bias and root mean squared error were shown for equating the verbal and analytical measures, whereas a small amount of bias and a moderate amounts of both bias and root mean squared error were shown for equating the weature. In using NREAT, quantitative equatings had moderate amounts of both bias and root mean squared error were shown in equating to the verbal measure. A list of references, data tables and figures, linear equating models, and notes on other equatings are appended. (JAZ)

TM 860 659

appended. (IAC)

Sirvenson, Zollie, Jr.

Assessing Basic Skills Needs of High School and
College Students.

Pub Date—30 Jan 85

Note—51p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF91/PC03 Plus Postage.

Descriptors—Basic Skills, Criterion Referenced
Tests, Diagnostic Teaching, "Diagnostic Tests,
"Educationally Disadvantaged, "Education,
High Schools, "Needs Assessment, Norm Referenced Tests, Student Evaluation, Student Needs,
Testing Problems
This paper (1) identifies strategies for assessing

This paper (1) identifies strategies for assessing udent instructional needs so that educational pre-

scriptions can be developed to promote learning and (2) relates the identification of student needs to the development of learning prescriptions. The population discussed includes high school and college students who because of social, economic, political, or educational reasons have not had adequate opportunity to master the basic skills in mathematics and reading. Student needs may be assessed using informal strategies such as interviews, anecdotal information, and grades. Formal methods include specialized surveys, student questionnaires, and tests. Norm-referenced achievement or aptitude tests are economical, effective methods of assessment, when they are valid and based on relevant objectives. However, they may not be valid and reliable for a special, minority sample. Criterion-referenced and mastery tests are useful when their content is similar to the subject objectives. Diagnostic tests may have low reliability and high intercorrelations among subtests, but may be useful in assessing learning disabilities. Information from these tests can be incorporated into a diagnostic or prescriptive learning programs ased on students' knowledge, capacity to learn, and weaknesses. This process is described, as are some effective prescriptive instructional programs. (ODC)

grams. (GDC)

ED 276 739

Matter, M. Kevin

Essals, Messels, Minie, Mo-Change This Answer-Yes or No?

Pub Date—Agr 86

Note—22p.; Paper presented at the Annual Meeting of the National Council on Measurement in

Education (San Francisco, CA, April 17-20,
1986).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Prics - MP01/PCD1 Plus Pestage.

Descriptors—Archievement Tests, Age Differences,
"Answer Sheets, Elementary Education, "Multiple Choice Tests, Racial Differences, Response
Style (Tests), "Scores, Sez Differences, Socioeconomic Status, "Student Characteristics, "Test
Wiseness

Identifiers—"Answer Changing (Tests), Iowa Tests

Style (Tests), "Scores, Sex Differences, Socioeconomic Status, "Student Characteristics, "Test Wiseness Interest Characteristics, "Test of Basic Skills

The beneficial effects of changing an answer on a multiple choice test were examined for elementary school students, with particular emphasis on the snewer-changing behavior of minority versus non-minority groups and high-income versus low-income students. Test booklets from students in grade 2 and answer sheets from students in grades 4, 6, and 8 were examined for types and numbers of response-changes made to the lowa Tests of Basic Skills (ITBS). Students were categorized according to ethnic group (Black, Higsanic, or Anglo; family income (low or not low); sex; and achievement level indicated by ITBS composite percentile score. Three types of answer changes were recorded: (1) right to wrong; (2) wrong to right; and (3) wrong to wrong, Results were similar to those reported in other studies: 56 percent of the changes were from an incorrect answer to the correct one, 17 percent were from correct to incorrect, and 27 percent were from correct to incorrect, and 27 percent were from correct answer to the correct one, 17 percent were from correct to incorrect, and 27 percent were from one wrong answer to another. All students changed at least one answer, resulting in higher scores for 88 percent and lower for 6 percent. Second graders and Black students sversged the mest changes. There was no significant difference in the number of answer changes by low versus nonlow income students, but low income students benefited slightly less from their changes. (GDC)

ED 276 740

slightly less from their changes. (GDC)
ED 276 748

Helping Educators Prepare Their Students for the
High School Proficiency Test.
New Jersey State Dept. of Education, Trenton.
Report No.—PTM-400-79
Pub Date—May 85
Nots—22p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—Basic Skills, Grade 9, Graduation Requirements, High School Graduates, High Schools, Improvement Programs, "Inservice Teacher Education, "Minimum Competency Testing, Program Descriptions, State Departments of Education, "State Programs, Teacher Role, "Test Coaching, "Testing Programs, Urban Schools Identifiers—New Jersey, "New Jersey High School Proficiency Test
This booklet describes a number of activities initiated in the State of New Jersey to improve academic

standards and to help teachers prepare their students for taking New Jersey's High School Proficiency Test (HSPT). The HSPT, administered to all public school ninth graders, is more demanding than the previously used Minimum Basic Stills Test. The HSPT is required for high school graduation, starting with the ninth grade class of 1945-86, and it demands competence in writing, reading, and practical mathematics. The New Jersey State Department of Education has mounted an extensive effort to help local school districts meet the challenge of the HSPT. These programs involve improvement in reading, mathematics, and writing skills; increased student attendance; a reduction in disruptive behavior; job training; and services for high school dropouts. Publications, workshops, and training programs are available for teachers; they cover the secondary 5-thool curriculum content, help students review for the 5-st, and address billingual and special education needs. A number of demonstration projects have been created, as well as programs aimed at urban schools. A two-page bibliography is appended. (GDC)

ED 276 741

TM 860 690

appended. (GDC)

ED 276 741

Anderson, Patricia S.
Beyusaf the Wall Chart: Issues for States.
Northwest Regional Educational Lab., Portland, OR. Assesament and Evaluation Program.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—30 Sep 86
Contract—400-86-006
Note—50p.
Pub Type—Reports - Research (143)
EDRS Price - MP01/PC02 Plus Pestage.
Descriptors—"Academic Achievement, Accountability, Achievement Tests, "Comparative Testing, Costs, Data Collection, Educational Assessment, Elementary Secondary Education, Equated Scores, "Evaluation Problems, National Programs, Program Implementation, Research Needs, "State Programs, "Testing Problems, "Testing Programs, (Council of Chief State School Officers, Department of Education, Hawaii, Idaho, "Indicators, Cregor, Washington The Council of Chief State School Officers, Department of Education, Hawaii, Idaho, "Indicators, Cregor, Washington The Council of Chief State School Officers has raised some issues pertinent to the implementation of a national project to collect statistical indicators of academic achievement and to compare them across states. The United States Department of Education shares this concern, with an emphasis on ampling schools for a school level analysis which may be aggregated to the state level. Three issues raised some foreour for esuits, and the administration and standardization of results, and the administration and standardization of testing across the states. Potential problems with national testing include the following: (1) redirection of state or local curriculum goals; (2) high costs of a better method of cross-state comparisons than the current Wall Chart; (3) separating the effects of student differences from curriculum or reaching effects; (4) difficulty in making useful conclusions from long-term testing; (5) conflict between state and local data indicators; (6) selection of a model which does not restrict data collection and analysis; and (7) practical implementation problems. Testing programs

ED 276 742 TM 860 691

ED 276 742

Herman, Joan L. Baker, Eva L.

Building the Resource Base: Economic, Political, and Practical Options in the U.S. Written Composition Study.

Pub Date—Apr 86

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

Pub Type—Reports - General (140) — Speeches/-Meeting Papers (150).

Pub Type—Reports - General (140) — Speeches/-Meeting Papers (150).

EDRS Price - MF01/PC01 Plus Poetage.

Descriptors—Federal Aid, "Financial Support, "Grantamanship, International Programs, "National Surveys, Philanthropic Foundations, "Writing Research Methodology, Research Problems, "Writing Evaluation, "Writing Research Identifiers—Center for the Study of Evaluation CA, IEA Written Composition Study, International Asan Evaluation Educ Achievement Without support, financial, organizational and otherwise, the U.S. national IEA writing study

would never have been conducted; however, implementation of the study was difficult. Planning for the study and its support commenced in 1980, co-terminous with two important occurrences: the National Institute of Education pulled back on its interest in funding research in the area of writing assessment at the Center for the Study of Evaluation (CSE) at UCLA and federal economic policies produced considerable shrinkage in federal and other funds available for research. CSE supported its design and planning phases. Additional support for the design of the international study and test development was provided by the University of Illinois, the International Steering Committee, and the Spencer Foundation. Since CSE already had ongoing writing assessments in a number of states, state funding was sought to continue independent programs, which were to serve as replicates. Although the state support was not found to be fully compliant with IEA requirements, public pressure concerning writing competence and lobbying by educators resulted in a large grant from the MacArthur Foundation for data collection and training for the scoring. Federal and state agencies were helpful in minimizing the data collection costs. Additional federal support was used for scoring and preliminary data analyses. Several factors were concluded to be significant: (1) professionals' commitment; (2) consideration of a variety of funding sources; (3) power of good data; (4) value of collaboration among existing networks; and (5) collaboration among existing networks; and (5) collaboration with states and local school districts. (GDC)

ED 276 743 TM 860 692

districts. (GDC)

ED 276 743

O'Neel, Sandra

O'Neel, Sandra

College Extrance Examinations: ACT & SAT Testing, 1984-85. District Report.
Albuquerque Public Schools, NM. Instructional Research, Testing, and Evaluation.

Pub Date—[86]

Note—28p.; For the 1981-82 edition, see ED 235

201. Some tables contain small print.

Pub Type— Reports - Research (143)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—\*College Bound Students, \*College Entrance Examinations, Higher Education, High Schools, National Norms, School Districts, \*Scores, Sex Differences, State Norms, \*Student Characteristics, \*Test Norms

Identifiers—\*Albuquerque Public Schools NM, \*American College Testing Program, New Mexico, Scholastic Aptitude Test
American College Testing Program, (ACT) and Scholastic Aptitude Test (SAT) results are summarized for students in the Albuquerque (New Mexico) Public Schools (APS). Results indicase that Grabe 1984-85 school year, APS students' acores compare very well with national norms. APS mean ACT acores for the total group are above national averages for English, mathematics, social studies, natural science, and composite score. Compared with the previous year, scores stabilized in English and natural science, and composite score. Compared with the previous year, scores stabilized in English and natural science, and composite score. Compared with the previous year, scores stabilized in English and natural science, and celimed slightly in mathematics and social studies. APS students have scored considerably higher than the New Mexico total ACT average for the past 11 years. Although the majority of college-bound students in New Mexico total ACT average for the past 11 years. Although the majority of college-bound students in Security in mathematics and social studies to secondary school curriculum; percentage of seniors tested; student characteriatics and family characteristics; educational appirations; and states where students plan to attend college. (GDC)

ED 276 744 TM 860 694

Locker, Georgine
Assessment in Management, Nursing, and Tesching at Alverso College.
Pub Date—Apr 86
Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-29, 1986).

Pub Type pe— Speeches/Meeting Papers (150) — Re-Research (143) — Tests/Questionnaires

(160)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Administrator Education, \*Competency Based Education, Competency Based Teacher Education, Educational Testing, \*Evaluation Criteria, Evaluation Methods, Graduation

Requirements, Higher Education, "Interpersonal Competence, Nursing Education, Self Brahustion (Individuals), "Student Evaluation, Testing Programs, Test Validity Identifiers—"Alverno College WI Alverno College (Wisconsin) defines a curriculum in which all students demonstrate certain major abilities within their disciplines or professional areas, and it assesses those solilities as its primary graduation requirements. The college-wide assessment center has enabled assessment of complex abilities not essily tested through a single course. The paper describes the performance assessment process in place at Alverno. It illustrates one competency, interactive solility, with behavioral criteria for evaluating levels of achievement; shows how assessment instruments are designed to elicit interactive ability; identifies procedures for assessor training describes methods of student self-evalution; and discusses the validity of this approach to assessment. Three different professional curricula-management, rursing, and education-have defined interactive ability as an expected outcome, and their assessments are illustrated. The validity of the tests, evaluation criteria, and the evaluation process are studied by the college's Office of Research and Evaluation. Appendices include behavior rating scales and detailed criteria for student evaluation in each of the three areas. (GDC)

tailed criteria for student evaluation in each of the three areas. (GDC)

ED 276 745

Green, Donald Ross Yen, Wendy M.
Content and Coustract Validity of Norm-Referenced Tests.

Pub Date—Apr 84

Noto—16p; Paper presented at the Annual Meeting of the American Educational Research Association (65th, New Orieans, LA, April 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MPDI/PCDI Plus Postage.

Descriptors—Achievement Gains, "Achievement Tests, "Basic Skills, Construct Validity, Content Validity, Educational Objectives, Elementary Secondary Education, Mathematics Tests, National Norms, "Norm Referenced Tests, Skill Analysis, "Test Construction, Test Theory, "Test Validity Identifiers—"DMI Mathematics Systems

Basic skills tests in which measurement of growth is defined in the context of national norms are discussed. An integral part of the construction of norms is the production of a trait or ability score which is normed. Test publishers define a multidimensional trait by including items which measure it. The trait as a construct is a distinct ability, rather than the sum of a set of discrete skills. To be useful, a normative scale must exhibit monotonic growth. Curves which provide the basis for unambiguous norms are illustrated, using achievement data from a trial of the DMI Mathematics Systems, which is a set of criterion-referenced tests in mathematics suitable for grades K to 8 and above. Objectives were developed to be consistent with current classroom practices, curricula, and textbooks. Two test booklets, each containing 42 items, were tried out in grades 6-10t, using over 2,000 students. The results curves from one grade to the next. It was concluded that items which result in non-monotonic increasing characteristic curves must be eliminated in order to have empirically based monambiguous norms. When her empirically based monambiguous norms when her enum-referenced trait involves growth, content areas that do not grow do not belong in its measurement. (GDC)

ED 276 746

Katzenmeyer, Conrad G. Haeriel, General
Analyzing the JDRP as an Evaluation Process.
Pub Date—Apr 86

Note—10p., Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
Pub Tyne—Senatherical

1986).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MP01/PC01 Plus Pestage.
Descriptors—"Educational Assessment, Educational Quality, Elementary Secondary Education, "Evaluation Criteria, "Evaluation Methods, "Program Evaluation, "Standards lelamentifiers—Effective Schools Research, "Joint Dissemination Review Panel, National Science Teachers Association, "Standards for Evaluation Educ Prog Proj Materials

The Joint Dissemination Review Panel (JDRP),

part of the U.S. Department of Education, is one of the most important federal mechanisms for recognizing quality in education. Although it has reviewed close to 700 projects in its 15-year history, the JDRP is still not widely known in the field of evaluation. This paper analyzes the JDRP process and its evaluation practices and contrasts it with evaluation and with effective schools research. This paper further analyzes the JDRP through the use of the Standards for Evaluations of Educational Programs, Projects and Materials, developed by the Joint Committee on Standards for Educational Evaluation. The standards are grouped in four areas: usability, feasibility, propriety, and accuracy. Results highlight those elements of an evaluation to which the JDRP sitends and how this has influenced the composition of projects it reviews and approves. (Author/JAZ)

ED 276 747
Goodison, Mariens
Pros and Cons of Paper and Pencil Tests for
Teacher Assessment.
Pub Date—Jun 85
Note—8p.; Paper presented at the Annual Assessment and Policy Conference of the Education
Commission of the States/Colorado Department
of Education (16th, Boulder, CO, June 9-12,
1086).

predictive validity. (GDC)

ED 276 748

Furnidge, Susun
Negative Aspects of Minimum Competency Testing Continue to Surface: Implications.

Pub Date—[86]
Note—[86]
Note—[95]
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC91 Plus Postage.
Descriptors—Educational Objectives, Educational Policy, Elementary Secondary Education, \*Minimum Competency Testing, Student Promotion, "Teacher Attitudes, "Testing Problems, Test Use Identifiers—Teaching to the Test
Although over half of the states in the United States have implemented minimum competency testing (MCT) programs, problems continue to be reported by researchers. Educators have been concerned with these problems since the beginning of MCT. Accounts of testing problems include: (1) Durham, North Carolina students who fail the state-mandated test must attend summer school; (2) kindergarten children may be retained until certain prereading competencies are demonstrated, resulting in poor self-esteem and inappropriate emphasis or reading skills rather than on individual abilities or reading for pleasure; (3) physicians often have passed tests but lack interpersonal akills; (4) MCT influences curriculum content; and (5) Irish teach-

ers tended not to promote weaker students in order to control the test failure rate. Suggested improve-ments include attention to the needs and abilities of individual students; modification of tests for special students; emphasis on improving teaching and learning rather than bureaucracy; item response scaling in computer-assisted adaptive testing; em-phasis on diagnosis; and use of teacher-developed evaluations. (GDC)

ED 276 749 TM 860 700

ED 276 749
Paulon, James A.
Latest Class Representation of Systematic Patterns in Test Responses.
Portland State Univ., OR. Dept. of Psychology.
Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Report No.—ONR-85-1
Pub Date—May 85
Contract—N00014-81-K-0364
Note—58p.
Pub Type—Reports - Research (143)
EDRS Price - MF901/PC03 Plus Pestage.
Descriptors—Valgorithms, Correlation, Estimation (Mathematics), Factor Analysis, Item Analysis, Latent Trait Theory, Mathematical Models, Mathematics Tests, Maximum Likelihood Statistics, Psychometrica, Response Style (Tests), Scaling, "Test Construction Identifiers—"Latent Class Models, \*Latent Structure Analysis

tics, Psychometrica, Response Style (Tests), Scaling, "Flest Construction
Identifiers—"Latent Class Models, "Latent Structure Analysis
This paper discusses the use of latent class structure as a modelling framework for tests in which much of the data conforms to a relatively small number of systematic patterns. Application of this framework to the analysis of tests has been limited because available parameter estimation algorithms can only handle a relatively small number of items. This paper proposes a modification of the constrained maximum likelihood estimation algorithm of tests with many more items. A number of special cases of the latent class structure model and a series of problems which arise in the development of any latent class model are reviewed and discussed. A few problems with no satisfactory general solution are noted. The proposed procedures are used to develop and test models for signed-number addition test data gathered by Tatsuoka and Birenbaum. The models are shown to represent most features of the data well, including some significantly negative interitem correlations and differences between groups in covariance structure. The ability of these simple models to represent non-unidimensional data, and to represent differences between groups in covariance structure and means simultaneously, suggests that the latent class structure framework may be very useful in dealing with a number of troublesome psychometric issues. (Author /1AZ)

ED 276 750

ED 276 750

TM 860 701

Prulon, James A.

A Discrete Latent State Approach to Diagnostic
Testing, Final Report on Contract Number
N00014-81-K-8564.

Portland State Univ., OR. Dept. of Psychology.
Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—ONR-TR-86-2

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Report No.—ONR-TR-86-2

Pub Date—Aug 86

Contract—N00014-81-K-0564

Note—339.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Pestage.

Descriptors—Achievement Tests, Algorithma, Diagnostic Tests, Estimation (Mathematics), Goodness of Fit, Hypothesis Testing, \*Item Analysis, \*Latent Trait Theory, Mastery Tests, \*Mathematical Models, Maximum Likelihood Statistics, Nonparametric Statistics, Response Style (Tests), \*Test Construction

Identifiers—Latent Class Models, \*Latent Structure Analysis

This paper reports on a project which has developed the general latent class model as a framework can be used to represent data in applications such as mastery tests and other kinds of achievement tests, where there is reason to believe that current foundations are deficient. Methods of estimation for the latent class model have been improved and hypothesis tests addressing issues important in developing specific models for test data have been devised. These hypothesis tests include a test for monotone homogeneity of items,

tests of invariance of item parameters between groups and over time, a test for the significance of inclusion of a new state in a model, and other tests. A nonparametric approach to maximum likelihood estimation of item response functions for sonno-tonely homogeneous sets of items has been devised. The use of this general approach has been illustrated by developing models which successfully represent signed-number addition test data gathered by Tat-suoks and Birenbaum (1979). A number of techni-cal issues relating to these models are discussed. (Author/JAZ)

ED 276 751

TM 860 702

ED 276 751

Prulson, James A.

Estimation of Parameters in Latent Class Models with Constraints on the Parameters.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—N00014-81-K-0564

Pub Date—Jun 86

Note—43p.

Pub Type—Reports - Research (143)

EDRS Price - MP01/PC82 Plus Postage.

Descriptors—Estimation (Mathematica), Hypothesis Testing, \*Item Analysis, \*Jatent Trait Theory, Mathematical Models, \*Maximum Likelihood Statistics, Regression (Statistics), \*Response Style (Tests), \*Test Construction Identifiers—\*EM Algorithm, \*Latent Class Models, Latent Structure Analysis, Parametric Analysis.

els, Latent Structure Analysis, Parametric Analysis
This paper reviews the application of the EM Algorithm to marginal maximum likelihood estimation of parameters in the latent class model and extends the algorithm to the case where there are monotone homogeneity constraints on the item parameters. It is shown that the EM algorithm can be used to obtain marginal maximum likelihood estimates of the item response functions under the minimal monotone homogeneity assumption, if restricted to finite-state latent-class models. With the marginal maximum likelihood estimates in hand for both the monotonely homogeneous latent class model and the unconstrained model with the same number of states, a direct likelihood ratio test of the monotone homogeneity hypothesis can be calculated. (Author/JAZ)

monotone homogeneity hypothesis can be calculated. (Author/JAZ)

ED 276 752

Ginther, Dean W. Bruna, Adam T.
Decentration, Discriminative Shift Belavior, Verbal Mediation, and Academic Achievement is Young Californ.
Spons Agency—Bast Texas School Study Council, Commerce.
Pub Date—[86]
Note—29p.
Pub Type—Reports - Research (143)
EDRS Price - MF91/PC02 Plus Postage.
Descriptors—"Academic Achievement, Achievement Test, "Discrimination Learning, Grade 1, Hypothesis Testing, "Learning Processes, Learning Those, Microcomputers, Piagetian Theory, Primary Education, Problem Solving, Research Methodology, Responses, "Shift Studies, Stimuli, "Verbal Stimuli Identifiers—"Decentration, Metropolitan Readiness Tests, "Verbal Labeling
The contribution of decentration as an underlying component of discrimination learning and discrimination shift behavior was investigated in this study, In addition, the effect of verbal labeling and the relationship of academic achievement to discrimination learning and decentration was considered. The subjects were 120 first grade students who were identified and placed within subgroups of either high or low decentration and one of three verbal labeling groups. The results did not support the hypothesis that facility in decentration is an underlying component of successful discrimination is an underlying component of successful discrimination is an underlying component of successful discrimination problem solving or discrimination shift behavior. In addition, verbal labeling did not facilitate discrimination learning on the success of discrimination learning of an abift behavior was unrelated to scalemic achievement was shown to be consistently related to ability to decenter, while success of discrimination learning and shift behavior was unrelated to scalemic achievement (Author)

ED 276 753

TM 860 704

ED 276 753 TM 860 704 nt of Spatial Abilities. Final

Bducational Testing Service, Princeton, N.J.
Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Pub Date—Jun 86
Contract—N00014-83-C-0761
Note—24p.
Pub Type— Reports - Research (143)
EDBS Price - MPDI/PC01 Plus Pestags.
Descriptors—Adaptive Testing, Algorithms, Cognitive Measurement, "Computer Assisted Testing, High Schools, Item Analysis, Mathematical Models, Psychometrics, "Research Methodology, Response Style (Tests), "Spatial Ability, Test Items, "Test Theory
This report summarizes the results of research designed to study the psychometric and technological feasibility of adaptive testing to assess spatial ability. Dats was collected from high school students on two types of spatial items: three-dimensional cubes and hidden figure items. The analysis of the hidden figure items. The analysis of the hidden figure item focused on the feasibility of generating items from an algorithm in such a way that the psychometric characteristics of the generated items were predictable. The results for the three-dimensional cube items suggested that angular disparity can be used effectively to control the difficulty on true items, but this was not the case for false items. That is, true and false items appear to measure different supects of performance, and as a result, a multidimensional item response model may be necessary to fully account for performance. The analysis of the hidden figure item 3 showed that an item generation algorithm can be formulated to produce items of similar psychometric characteristics. The practical and theoretical implication of the results are discussed. (Author/JAZ)

ED 276 754 TM 860 705

Jordan, Michael I. Serial Order: A Parallel Distributed Processing

Approach. California Univ., San Diego, La Jolia. Inst. for Cog-

nitive Science.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—ICS-R-8604

Pub Date—May 86

Grant—N00014-85-K-00450

Pub Date—May 86
Grant—N00014-85-K-00450
Note—649.
Pub Type—Reports - Research (143)
EDRS Price - MF91/PC03 Plus Postage.
Descriptors—Algorithms, "Bpistemology, Language Processing, "Learning Processes, Mathematical Models, Networks, Pattern Recognition, Psychomotor Skills, "Serial Ordering, Simulation, Vectors (Mathematics) Identifiers—"Dual Tasks, Parallel Processes
Human behavior shows a variety of serially ordered action sequences. This paper presents a theory of serial order which describes how sequences of actions might be learned and performed. In this theory, parallel interactions across space (dual-task interference) are viswed as two aspects of a common underlying process. It describes a dynamical system which is embodied as a "parallel distributed processing" or "connectionist" network. The trajectories of this dynamical system come to follow desired paths corresponding to particular section sequences as a result of a learning process during which constraints are imposed on the system constraints enforce sequentiality where necessary, and as they are relaxed, performance becomes more parallel. The theory is applied to the problem of coarticulation in speech production and simulation experiments are presented. (Author/JAZ)

TM 860 706

Shavelson, Richard J.
The DeDDS Class of 1982: Characteristics of Students Remaining in the Same High School, 1980-1982.

1980-1982.
Rand Corp., Santa Monica, Calif.
Spons Agency—Office of the Assistant Secretary of Defense for Force Management and Personnel (DOD), Washington, D.C.
Report No.—N-2319-PMP
Pub Date—Aug 85
Contract—MDA903-83-C-0047
Nota—68:

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plas Postags.
Descriptors—Academic Achievement, Academic Persistence, \*Cognitive Testa, College Bound Students, Course Selection (Students), Discipline Problems, Dropouts, Extracurricular Activities, Federal Programs, Financial Support, \*Pollowup Studies, Graduation Requirements, High Schools, Homework, \*Outcomes of Education, Racial Diferences, \*Research Methodology, Sampling, Sex Differences, \*Research Methodology, Sampling, Sex Differences, \*Peevision Viewing Identifiers—"Dependents Schools, \*High School and Beyond (NCES)
The Department of Defense Dependent Schools (DoDDS) is a unified school district operating schools in 20 foreign countries. As part of its efforts to assess the educational and social development of its students, DoDDS participated in the longitudinal study, High School and Beyond. The purpose of the present study was to describe those DoDDS sophomores who had stayed in the same high school over the two-year period 1980-1982. The overall pattern of findings paralleled those in the wider high school population. Four conclusions emerge from the analyses: (1) the data are very limited and generalizations have limited utility; (2) the students who stayed in the same high school obstayed in the same high school obstayed in the same high school of the present study was to describe in the wider high school population. Four conclusions emerge from the analyses: (1) the data are very limited and generalizations have limited utility; (2) the students who stayed in the same high school of the present study was to describe in the wider high school population for conclusions emerge from the analyses: (1) the data are very limited and generalizations have limited utility; (2) the students who stayed in the same high school of the present was the proposed to the same high school of the present was the proposed to the propos

crease the homework. An appendix lists the definitions of the variables used in various analyses. (IAZ)

ED 276 756

Kigallon, Mary K. Mueller, Richard J.

A Longitudinal Study of the Predictive Validity of a Kindergarten Screening Battery.

Pub Date—[86]

Note—33p.

Pub Type— Reports - Research (143)

EDRS Price - MF91/PC02 Plus Pestage.

Descriptors—Kindergarten Children, "Learning Disabilities, Longitudinal Studies, Predictive Vasidity, Predictive Variables, Preschool Tests, Primary Education, Reading Comprehension, "Reading Tests, "Screening Tests, Sex Differences, "Test Validity Identifiers—"Test Batteries

Test validity was studied in nine subtests of a kindergarten screening battery used to predict reading comprehension for children up to five years after entering kindergarten. The independent variables were kindergarteners scores on the (1) Otis-Lennon Mental Ability Test; (2) Bender Visual Motor Gestalt Test; (3) Detroit Tests of Learning Aptitude (DTLA) Visual Attention Span for Unrelated Words; (5) Elenbogen Test of Auditory Discrimination; (6) Word Recognition (deHirsch); (8) Wide Range Achievement Test (WRAT) reading achievement; and (9) WRAT arithmetic achievement. Gender and intelligence were predictor variables; test battery scores were compared with the dependent variable, the Stanford Achievement Test (SAT) reading comprehension subtest for grades one through five. Subjects were 245 suburban students. The Reading Comprehension subtest for grades one through five. Subjects were 245 suburban students. The Reading Comprehension subtest for grades one through five. Subjects were 245 suburban students. The Reading Comprehension subtest for grades one through five. Subjects were 245 suburban students. The Reading Comprehension subtest for grades one through five. Subjects were 245 suburban students. The Reading Comprehension subtest for grades one through five. Subjects were 245 suburban students. The Reading comprehension subtest indicated significant visit of the production (deHirsch); (8) Wide Ra

ED 276 757

ED 276 757 TM 860 708
Andrews, David R.
Model for Improvement of Learning Using Topographic Mapping.
Pub Date—Apr 86
Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). 1986). Pub Type-Speeches/Meeting Papers (150) - Re-

ports - Descriptive (141)
EDRS Price - MFBL/PCBI Plus Postage.
Descriptors—College Students, Grade 8, Higher Education, "Intervention, "Learning Disabilities, "Learning Processes, Locus of Coutrol, "Modela, Motivation, Neurological Organization, Personality Traits, Secondary Education, "Study Skilla, Transfer of Training Identifiers—"Topographic Brain Mapping as an educational intervention is presented. It is suggested that such intervention programs focus on those factors which are "rate-limiters" of learning and which can be changed most effectively in the short-term. These factors are divided into those which "enable" effective learning through making the learning resources of the learner function at full capacity and those which "enhance" learning through increases in learning potential. It is suggested that traditional "study skills" instruction has focused exclusively on attempts to enhance learning through the addition of learning techniques and strategies. Brain mapping is proposed as a valuable tool not only for enabling-full use of existing resources, but for making available information which engages the learner in the development of the most effective enhancement strategies. Brief discussion follows of two preliminary intervention programs, one with learning disabled college students and the other with "underachieving" ith graders. Some examples of information that is available with the brain mapping and some of the ways in which it can be used directly are given, and directions for further research are mentioned. (Author/JAZ)

ED 276 758 TM 860 709

Skirely, Joe E.
State-County Testing Program. Sixteenth Report.
1982-83, 1983-84, 1984-85 Results.
West Virginia State Dept. of Education, Charleston.
Pub Date—Feb 86
Note—105p.; Some appendices are marginally legible.

Pub Date—Peb 86
Note—105p.; Some appendices are marginally legible.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC05 Plass Postage.
Descriptors—"Achievement Testa, Biographical Inventories, Educational Testing, Ellementary Secondary Education, Intelligence Testa, Interest Inventories, Scores, "State Programs, Student Characteristics, Student Educational Objectives, Student Records, "Testing Programs, at Vocational Interests Identifiers—Cognitive Abilities Test, Comprehensive Tests of Basic Skills, West Virginia, "West Virginia State County Testing Program, west Virginia State County Testing Program, West Virginia State County Testing Program, West Virginia State County Testing Program from 1982 to 1985 are summarized. The test battery includes the Comprehensive Tests of Rasic Skills (CTBS); the Cognitive Abilities Test (CAT), a test of scholastic ability; and the West Virginia Student Questionnaire, which includes school subjects interest ratings, educational plana, and career plans. All tests are generally administered in grades 3, 6, 9, and 11. The tests which have been selected for the West Virginia program have been selected for the W

ED 276 759

Kulik, James A. Kulik, Chen-Lin C.

Operative and Interpretable Effect Sizes in Meta-Analysis.

Pub Date—Apr 86

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Effect Size, Error of Measurement, Estimation (Mathematics), "Mathematical Models, "Meta Analysis, Pretests Posttests, "Research Methodology, Social Science Research, Statistical Studies, Test Interpretation Identifiers—"Effect Size Estimator (Glass), "Glass Analysis Method
Statistical methodologists have sometimes criticized the use of conventional statistics in meta-analysis, and in recent years a number of them have advocated the use of a special new statistical methodology for research synthesis. An examination of recent books describing this methodology shows that it is seriously limited in its applicability to social science research findings. The new methodology produces interpretable meta-analytic results only acceptional circumstances (e.g., when each study in a collection uses the same unblocked, posttest-only experimental design). The new statistical methodology for meta-analysis has produced uninterpretable results when applied to typical collections of social science studies with varied experimental designs. (Author)

TM 860 711

ED 276 760

Suddick, David E. And Others
The Test of Standard Written English: A Revalidation with Writing Samples and Implications of Placement Decisions.
Pub Date—Oct 85
Note—11p.; Paper presented at the Annual More

Note—11p; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 1985).

ub Type—Speeches/Meeting Papers (150) — Re-

ing of the Microstern Engiaconomia Research Association (Chicago, II., October 1985).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MFDI/PCBI Pub Postage.
Descriptorn—Correlation, Error of Measurement, Essay Tests, Higher Education, Models, Pass Pail Orading, Scoring, Standardized Tests, "Student Placement, "Test Validity, "Writing Evaluation, "Writing Skills (Identifiers—Point Biserial Correlation, "Test of Standard Written English (TSWE) is a 50-item multiple choice instrument designed to assess the ability of college students to use English. In this study, based upon a sample of 45 students, the TSWE was revalidated with writing samples. The coefficient of 0.54 was most impressive given that the TSWE scores were restricted to those below the national norming population median and that the essays were graded on a pass-fail basis. Using the criterion of three standard errors of measurement from the norming population median, 14 of 25 students within the band wrote acceptable essays while all 20 students below this interval did not receive passing acores. Thus, more evidence of the validity of the TSWE was found. A model using the TSWE as a screening tool to identify which student writing samples should be evaluated was described. It would reduce costs and independently validate English-usage by reviewing writing samples with most questioned TSWE scores, i.e., those in the band between the cutting scores and within three standard errors of measurement below that criterion. (Author/JAZ)

TM 860 712
Tract, Suson M. And Others
Tests of Dependence in Meta-Analysis Using Multiple Linear Regression.
Pub Date—Apr 86
Note—11p; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

1986).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Effect Size, \*Mathematical Models, \*Meta Analysis, \*Multiple Regression Analysis, Research Design, Research Methodology, Statistical Significance, Statistical Studies
Identifiers—Data Dependence, Multiple Linear Regression

Identifiers—Data Dependence, Multiple Linear Re-gression
The purpose of this paper is to demonstrate how multiple linear regression provides a visible statisti-cal methodology for dealing with meta-analysis in general, and specifically with the issues of nonin-dependence and design complexity, such as multi-ple treatments. Since the F-test and t-test are special cases of the general linear model, approaching meta-analysis from a regression perspective allows the researcher much more flexibility in the ques-tions that can be asked, while insuring that the ap-propriate error terms and degrees of freedom are

used. A number of full and restricted mathematical models are illustrated. A test of effect sizes over and above the dependency of data is presented. (GDC)

ED 276 762 TM 860 713

M 600 /13
Misley, Robert J.
Exploiting Auxiliary Information about Examinous
in the Extination of Itses Parameters.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Pro-

tos., Vs. Personnel and Training Research Programs Office.
Report No.—BTS-RR-86-18-ONR
Pub Date—May 86
Contract—N00014-85-K-0683
Note—52p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Bayesian Statistics, "Estimation (Mathematics), information Utilization, "International Models, Maximum Likelihood Statistics, Fost-secondary Education, Student Characteristics, Youth

secondary Jouchaion, Student Canacteristics, Youth
Identifiers—Armed Services Vocational Aptitude
Battery, Profile of American Youth
The precision of item parameter estimates can be
increased by taking advantage of dependencies between the latent proficiency variable and auxiliary
examinee variables such as age, courses taken, and
years of schooling. Score gains roughly equivalent
to two to six additional item responses can be expected in typical educational and psychological spplications. Empirical Bayes computational
procedures are presented and illustrated with
Armed Services Battery arithmetic reasoning subtest data from the Profile of American Youth survey.
(Author/GDC)

(Autor/ODC)

ED 276 763

McLean, James I.

Formative Evaluation of the Effectiveness of Texts.

Pub Date—[86]

Note—33p.

Pub Type— Reports - Research (143)

EDRS Price - MFBI/PCB2 Plus Postage.

Descriptors—\*Comprehension, \*Formative Evaluation, Higher Education, \*Instructional Materials, Judges, \*Material Development, Multiple Choice Tests, \*Prodictive Validity, Pretests Posttests, Rating Scales, Readability Formulas, Regression (Statistics), Student Characteristics Identifiers—\*Written Instruction Stylistic Evaluation

Identifiers—"Written Instruction Stylistic Evaluation
The first purpose of this study was to examine the
relationships between changes made during the development of written instruction and the effectiveness of the materials when presented to students.
For this purpose, the Written Instruction Stylistic
Evaluation was used to assess the comprehensibility
of passages before administration of the passages to
students. The second purpose of this study was to
sasses the degree to which the rewriting efforts of
experienced writers are successful in improving the
comprehensibility of written instruction. The instrument for this study was formulated by translating
modern concepts of reading comprehension and instructional development into 12 guidelines for writers in the form of anchored rating scales. Regression
equations predicted much of the variance in the
student scores. Thus, this study found strong preditive relationships between the changes made during
instructional development and the students' success
in using the resulting materials. However, the optimum regression equation was different for each outcome measure. (JAZ)

ED 276 764 TM 860 715

ED 276 764

Slegh, Balwant
Homework Hotline Questionnaires: For Parents
(Elementary Schools); for Jusior High School
Stadents; for High School Students; Homework
Hotline Questionnaires for Educators.
Pub Date—24 Feb 36
Note—189.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MPDI/PCDI Plus Postage.
Descriptors—Attitude Measures, Elementary Secondary Education, "Homework, "Hotlines (Public), Needs Auscasment, "Parent Attitudes, Parent
Role, Questionnaires, School Activities, "Student
Attitudes, "Teacher Attitudes
Four questionnaires, designed to measure attiudes toward a proposed homework hotline, are included in this document. There are versions for
parents of students in grades 4 to 6, for junior high

school students, for high school students, and for educators. The items concern student characteristics, desirable parental role in helping with homework, time spent on homework, and number of nights homework is assigned. A number of questions also deal with the needs associated with a proposed telephone homework hotline and anticipated use: days of week, time of evening, and course subjects in which help is most needed. Some questions cover whether homework is routinely recorded, corrected, and returned. The teachers are asked whether they would work on the hotline, when they would be available, and what pay they would require. (GDC) would be avai

ED 276 765
Goodwin, Paul Newman, Isadore
The Functional Relationship between Maternal
Employment, Self-Concept; and Family Orientation.
Pub Date—Apr 36
Note—28p.; Paper presented at the Annual Moeting of the American Educational Research Association (67th, San Prancisco, CA, April 16-20,
1986).
Pub Type—Speeches/Mastire Paper (140).

1986).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postags.
Descriptors—Bffect Size, "Employed Parents, Factor Analysis, Family Environment, "Family Relationship, High Schools, High School Students, "Mothers, National Surveys, "Parent Role, "Predictor Variables, Regression (Statistics), "Self Concept, Self Concept Measures, Socioeconomic Status

-F Test, High School and Beyond

identifiers—F Test, High School and Beyond (NCES)
This study investigated the relationships between maternal employment during three periods in the child's life, the child's self-concept, and family orientation. Variables statistically controlled were intactness of the family, father's employment status, the child's sex, the child's race, and the family socioeconomic status, it was hypothesized that the period in the child's life in which the mother worked accounted for a significant amount of variance in socioconomic status. It was hypothesized that the period in the child's life in which the mother worked accounted for a significant amount of variance in predicting the child's self-concept and/or family orientation and that there were significant differences in the self-concept and/or family orientation of high shool students according to whether their mothers worked or never worked. Data from High School and Beyond, a national longitudinal study of high school sophomores and seniors, was used. As a post facto design was employed, and regression model comparisons were written to reflect the questions of interest. The F-test was used to test for statistical significance of the hypothesized relationable. Effect sizes were calculated for all models and used to determine practical significance. No significant interactions were found, and the hypotheses were found to be insignificant. This indicated that both self-concept and family orientation were not significantly related to maternal employment. Four pages of references and an appendix containing variable lists and data tables are included. (JAZ)

able lists and data tables are included. (JAZ)

ED 276 766

TM 860 717

Public High School Graduation Requirements.

Bulletis, OERI.

Center for Education Statistics (OERI/ED), Washington, DC.

Report No.—Cs-86-225b

Pub Date—Sep 86

Note—18p.; Tables and appended survey contain small print.

Pub Type—Reports - Research (143) — Tests/
Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price - MPOI/PC0I Plus Postage.

Descriptors—\*Academic Standards, \*Credits, Educational Trends, \*Graduation Requirements, \*High Schools, \*Improvement Programs, National Surveys, Public Schools, School Activities, School Districts Identifiers—Past Response Survey System, National Commission on Excellence in Education A national sample of public school districts was surveyed to determine high school graduation requirements existing in the 1981-82 and 1984-85 school years. Expectations for 1987-88 were also surveyed. The Office of Educational Research and Improvement's Center for Statistics conducted the survey through its Fast Response Survey System. School district activities to improve learning were also surveyed. Results indicated that the number of required credits has increased between 1981-82 and

1984-85 from 19.7 to 20.3. However, even though the school districts plan to increase their requirements to 21.0 by 1987-88, they will still be lower than the recommendations of the National Coemission recommends three credits in mathematics, yet results indicated requirements of 1.6, 1.9, and 2.4 for 1981-82, 1984-85, and 1987-88, respectively. Three credits are also recommended for science, yet the results showed requirements of 1.5, 1.8, and 2.0 for the respective school years under study. In general, requirements have also increased in English, social studies, and foreign language. The number of hours per day spent in credit classes varied according to geographic region. Requirements for homework and grading policies were reported, as well as the availability and evaluation of programs to improve achievement. The survey questionnaire is appended. (GDC)

TM 860 718 ED 276 767

ED 270 767 TM 860 718
Nagy, Philip Trank, Ross E.
Strategies for Evaluating the Impact of Provlace-Wild Testing.
Ontario Inst. for Studies in Education, Toronto.
Spons Agency—Ontario Dept. of Education, Toronto.

ort No.-ISBN-0-7729-1465-6

Report No.—ISBN-0-7729-1465-6
Pub Date—46
Note—183p.
Available from—Publications Sales, The Ontario
Institute for Studies in Education, 252 Bloor
Street West, Toronto, Ontario M53 1V6 Canada.
Pub Type—Information Analyses (970) — Reference Materials - Bibliographies (131) — Reports
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Street West, Toronto, Ontario M53 176 Canada. Pub Type—Information Analyses (070) — Reference Materials - Bibliographies (131) — Reports - Research (143)

EDRS Price - MF91/PC98 Pins Pestaga.
Descriptors—Academic Achievement, Curriculum Evaluation, Educational Assessment, Elementary Secondary Education, Enrollment Trends, "Evaluation Methods, Foreign Countries, Grading, Literature Reviews, Models, Public Opinion, Research Proposals, School Statistics, Standards, "State Programs, "Test Results Identifiers—Canada, "Ontario This three-part document provides strategies for evaluating the impact of a province-wide testing program in Ontario (Canada) and reviews the literature on the impact of testing, Part One identifies the effects of province-wide examinations for selected high school courses and proposes four studies to monitor these effects: (1) an analysis of data collected routinely by the Ministry of Education to assess enrollment trends and marking standards; (2) a survey of teachers to collect information about effects on carriculum; (3) a public opinion poll; and (4) an experiment of another aspect of the effects that examinations might have on marking standards. Part Two proposes studies for tracking the evidence teachers collect and use to evaluate achievement; (3) the implemented curriculum; (4) teacher's marking standards; (5) public perceptions of achievement in education and assessment; and (6) board policies governing the use of assessment results for personnel evaluation and promotion. Part Three is a review of the literature on testing effects divided into two sections: examinations and assessments on the basis of the literature on testing effects divided into two sections: examinations and assessments. On the basis of the literature on testing effects divided into two sections: examinations and assessments. On the basis of the literature on testing effects divided into two sections: examinations and assessments. annotated bitions. (JAZ)

ED 276 768 TM 860 719

ED 276 768

Jones, Calvin And Others

High School and Beyond Second Follow-Up
(1962). Technical Report.

National Opinion Research Center, Chicago, Ill.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Pub Date—Aug 85

Note—216p.

Pub Type—Reports - Research (143) — Tests/
Questionnaires (160)

Pub Type—Reports - Research (143) — Tests/ Questionnaires (160) EDRS Price - MF91/PC99 Plus Postage. Descriptors—"Data Analysis, "Pollowup Studies, "High School Gradustes, High Schools, High School Seniors, Longitudinal Studies, "National Surveys, Postsecondary Education, Question-naires, "Research Methodology, "Sampling, Stu-dent Characteristics

Identifiers—\*High School and Beyond (NCES), High School Sophomores, Mail Surveys Details of the High School and Beyond's Second (1982) Follow-Up survey are presented. Probability samples of approximately 15,000 1980 sophomores and 12,200 1980 seniors were retained for the second follow-up. The former students were asked to complete a questionnaire detailing their post-high school activities. Technical aspects of the survey are documented, including the survey forms used, sample design and implementation, and the data collection and data processing procedures used in the base year survey and both followups. Details are also provided on the 1984 sample selection, weighting procedures, sampling variances, and the implications of survey nonresponse for sample estimate and precision. Completed cases for 1980 seniors numbered 10,925; for 1980 sophomores, 13,682. Data were collected from a mail survey. Items involved background information, education, military and other training, work experience, family characteristics, income, experiences and opinions, and life goals. New items included computer literacy and parental financial assistance for education. Appendices include the Second Follow-Up Questionnaires for Seniors and for Sophomores, correspondence, High School and Beyond database descriptions, and design effects and sampling errors. (GDC)

ED 276 769 TM 860 720

ED 276 769 TM 860 720
Webster, William J.
Five Years of Teacher Testing: A Retrospective
Analysis.
Pub Date—Apr 84
Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, New Orleans, LA, April 23-27, 1984).
Pub Tyres—Speeches/Meeting Papers (150) — Re-

ing of the American Educational Research Association (65th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF91/PCU2 Plus Pestage.

Descriptors—Academic Achievement, Beginning Teachers, Elementary Secondary Education, Essay Tests, Evaluation Criteria, Evaluation Methods, Interviews, "Occupational Tests, Teacher Effectiveness, "Teacher Evaluation, "Teacher Selection, Test Construction, "Test Validity Identifiers—"Dallas Independent School District TX, National Teacher Examinations, "Wesman Personnel Classification Test
In 1977, the Dallas, Texas Independent School District modified its teacher selection criteris. In addition to the previously used evaluation criteris involving transcripts, references and evaluations, three new measures were employed: (1) a test of verbal and quantitative ability, the Wesman Personnel Classification Test (WPCT), which was later replaced by the locally developed Personnel Services Test; (2) the Personnel Services Department Essay Test; and (3) verbal response to a structured interview. These measures were intended to replace the National Teacher Examinations (NTE), because most applicants had not taken the NTE before the school year began. A series of studies was conducted over four years to validate the WPCT. Results showed a high correlation between the WPCT and the NTE, supporting the WPCTs concurrent validity. The Class Average Residualized Composits Score, an estimate of student performance in a teacher's classroom, was associated with a number of the measures. The WPCT predicted student achievement on the lowa Tests of Educational Development at the secondary level. It was also found that WPCT scores were more powerful predictors of classroom performance than interviews or casays. Further study, however, indicated high reliability of the interview, which was a very important selection criterion. (GDC)

ED 276 770 TM 860 722

ED 276 770

Webster, William J.

The Fractice of Evaluation in the Public Schools.

Pub Date—16 May 86

Note—38p; Paper presented at the Minnesota Evaluation Conference (May 16, 1986).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/P02 Pins Pestage.

Descriptors—Accountability, Educational Assessment, Elementary Secondary Education, "Evaluation Methods, Flow Charts, Formative Evaluation, "National Surveys, Program Evaluation, "Public Schools, "Resource Allocation, School Districts, School Organization, School Surveys, 'Summative Evaluation Identifiers—"Dallas Independent School District

TX
This paper examines trends in the use of research and evaluation resources in the Dallas (Texas) Independent School District (DISD) and in other school districts throughout the country. First, the organization and functions of the Department of Research, Evaluation, and Audit of the DISD are presented and compared to those of 7 years ago. Second, the results of a 1983-84 survey of the 90 largest school districts to recent evaluation funding and activities versus funding and activities reported in a previous survey. The results of these surveys, as well as the Dallas experience, are used to illustrate the changing emphases of public school evaluation over the past several decades. (JAZ)

ED 276 771 TM 860 723

ED 276 771
Symons, Sonya E. Vye, Nancy J.
Instructional Components of Mediational Dynamic Assessment.
Pub Date—Apr 86
Note—49p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20,

ing of the American Educational Research Association (67th, San Francisco, CA, April 16-20,
1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Analysis of Covariance, "Cognitive
Measurement, Day Care Centers, "Diagnostic
Tests, "Feedback, Foreign Countries, "Learning
Processes, Preschool Education, Pretests Posttests, "Teaching Methods, Testing Problems
Identifiers—Canada, "Dynamic Assessment, McCarthy Scales of Childrens Abilities, "Mediation,
Stencil Design Test, Wechsler Preschool Primary
Scale of Intelligence
The instructional components of mediation, a
teaching technique used in dynamic assessment,
were evaluated with 100 four-year-old children attending daycare or preschools in London, Ontario.
The effects of familiarization with task materials,
task-specific rule teaching, and elaborated feedback
were assessed using a pretest-positest design. Children trained on the Stencil Design Test using various combinations of the mediation components
were companed to each other and to a non-instructed control group. Analyses of covariance on
nottest measures with type of instruction as the
independent variable and pretest scores as the
covariate revealed that feedback was the most effective component of the mediation procedure. Performance on the Stencil Design Test and near transfer
performance on the Animal Stencil Test was significantily better than performance of non-instructed
control children whenever feedback was included in
instruction on the Stencil Design Test and near transfer
performance on the Animal Stencil Test was significantily better than performance of non-instructed
control children whenever feedback was included in
instruction on the Stencil Design Test and near transfer
her formance on the Animal Stencil Test was significantily better than performance of non-instructed
control children whenever feedback was included in
instruction on the Stencil Design Test and near transfer
her formance of the ins

ED 276 772

Degenhart, R. Elaine Takala, Sauli

International Study of Writing: Why and How?

Pub Date—Apr 86

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

Pub Type—Search—Call

cistion (67th, San Francisco, CA, April 16-20, 1986).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Basic Skills, Elementary Secondary Education, Foreign Countries, International Programs, \*Literacy, National Competency Tests, Questionnaires, Rating Scales, \*Research Design, Surveys, \*Writing (Composition), \*Writing Evaluation, \*Writing Instruction Identifiers—IEA Written Composition Study, \*International Assn Evaluation Educ Achievement The IEA Study of Writing was prepared in response to an increased concern for an interest in world literacy. Additional issues addressed were: (1) setting learning in the context of the cultural framework, curricular emphases and teaching practices, rather than just determining the level of achievement, and (2) making it possible for each participating country/school system to assess is relative strengths and weaknesses in writing instruction against an international beckground. Papulations for the study were chosen from 3 stages of achooling and from 14 countries. Each student in

the sample populations wrote at least 3 composi-tions from a total corpus of 14 different task ver-sions. The compositions were supplemented by background information supplied in questionnaires completed by students, teachers, and school administrators. The rationals for the instruments used and the expected results of the study are outlined. (JAZ)

Phelan, Patricia
The Userlainess of Qualitative and Quantitative Methods: Studying Incest in America.
Pub Date—Apr 86
Note—14p; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

ing of the American Educational Research Association (67th, San Francisco, CA, April 16-20,
1986).
Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PO19 Plass Postage.
Descriptors—Ethnography, Family Counseling,
Family Problems, \*Incest. \*Qualitative Research,
\*Research Methodology, \*Research Problems,
Sexual Abuse, \*Statistical Analysis
The purpose of this study is to illustrate how the
combined use of qualitative and quantitative methods were necessary in obtaining within this society
a clearer understanding of incest. The paper opens
with a report of studies carried out on natural father
and rispfather incestuous families, and this opens up
the issue of the appropriateness of both types of
reserch methodologies. Differences found in the
types of incest, and responses of families to treattiment, illustrate findings that would not have been
uncovered had either methodology been used to the
exclusion of the other. The argument is made that
the dichotomization of quantitative and qualitative
techniques is both misleading and unnecessary. The
methodological issues are rather ones of judgment
about what will yield needed information in a given
investigation. The paper also gives some attention to
the related issue of which methodological approaches are appropriate when a fresh line of inquiry is beginning in a field; and mention is made of
an obvious issue that arises in dealing with incest-the handling of "sensitive" research problems.
(Author/JAZ)

TM 860 726

ED 276 774 TM 860 72 Short Robert H. And Others A Meta-Exploration of WISC-R Factor Score Profiles as a Function of Diagnosis And Intellec-Profiles as tual Level.

the Date—Apr 86 Note—74p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070) — Reports - Research

Fub Type—Speeches/Meeting Fapers (150)—Information Analyses (070)—Reports - Research (143)

EDRS Price - MFBI/PCB3 Pins Postage.
Descriptors—Cluster Analysis, \*Diagnostic Tests, Educational Diagnosis, Elementary Education, Intelligence Quotient, \*Intelligence Tests, \*Quarter Personal Programma (Paperson Person Personal Programma (Paperson Person Person Person Person (Paperson Person Person Person Person (Paperson Person Person Person (Paperson Person Person Person (Paperson Person Person Person Person (Paperson Person Person Person (Paperson Person Person Perso

pended. (Author/JAZ)

TM 860 727 ED 276 775

ED 276 775

Rung Wei Li
Use of Photography as a Qualitative Evaluation
Technique.

Pub Date—Oct 85

Note—15p.; Paper presented at the Annual Meeting of the Evaluation Network and the Evaluation
Research Society (Toronto, Canada, October
16-19, 1985).

Pub Turns—Specches/Meeting Papers (150) — Re-

16-19, 1985).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MPDI/PCDI Plus Postage.
Descriptors—Educational Research, "Evaluation Methods, "Photography, "Program Evaluation, Qualitative Research, "Visual Aids, "Visual Stim-

Quantative Research, "Visual Atias, Visual Stimulia The purpose of this study is to explore the potential uses of photography and its practical implications as a qualitative evaluation technique. Potential uses are proposed: (1) systematic recording of a program activity; (2) highlighting specific events; (3) illustrating a point; (4) leading the evaluator to specific persons, activities, and places; (5) stimulating interviews; (6) verifying findings; and (7) offering multiple perspectives of the same event. Identification of events, time sampling, record keeping, composition, lighting, film, and obstrusiveness of the photographer are points to consider when photographing. Technical aspects to consider include type of film, film speed, and composition. When deciding to include photographs in an evaluation report: (1) determine that photographs enhance the report; (2) verify photographs prior to inclusion; and (3) clarify photographs with a caption. (JAZ)

## UD

ED 276 776 UD 024 680

Owens, Thomas R.
Final Report for the Council of Great City Schools
Secondary Improvement Study.
Northwest Regional Educational Lab., Portland,

Final Report for the Council of Great City Schools Secondary Improvements Study.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Council of the Great City Schools, Washington, D.C.

Pub Date—Sep 85

Note—57p.

Note—57p.

Pub Type—Reports - Research (143) — Tests/
Questionnaires (160)

EDRS Prics - MF01/PC03 Plus Postage.

Descriptors—Board of Education Policy, "Educational Improvement, Educational Quality, "Principals, Program Effectiveness, Public Education, "School Effectiveness, Secondary Schools, "Superintendents, "Urban Schools Identifiers—"Council of Great City Schools Based on the premise that secondary school improvement is a result of change at both local high school and school district levels, this study surveyed both superintendents and principals of schools engaged in improvement activities in 35 large urban school districts. Superintendents were asked to identify areas of school improvement in which policy or planning statements had been developed and to characterize the role their district played in school improvement efforts. Partially overlapping the Superintendent Survey, the Principal Survey investigated the following: (1) areas of school effectiveness where plans or policies exist; (2) the district's role in supporting achool improvement efforts. Perceptions at the central and school levels were generally quite school improvement efforts. Perceptions at the central and school levels were generally quite similar. Approximately 80 percent in each group detected some impact from school improvement activities. Increased basic skills scores and increased business/community support were reported by the largest percentages. Approximately 80 percent in each group detected some impact from school improvement activities. Increased basic skills scores and increased business/community support were reported by the largest percentages. Approximately 80 percent in each group school improvement activities. Increased basic skills scores and increased business/community support were reporte

ED 276 777 stian, Ann And Others
oosing Equality: The Case for Democratic
Schooling UD 024 843

Schooling. New World Foundation, New York, N.Y. Report No.—ISBN-0-87722-454-4 Pub Date—85

Report No.—ISBN-0-87722-454-4
Pub Date—85
Note—156p.; Parts of this book were previously issued as a report by The New World Foundation.
Available from—Temple University Press, Broad and Oxford Sts., Philadelphia, PA 19122 (39.95 pbk.—ISBN-0-87722-454-4; \$22.95 cloth—ISBN-0-87722-454-4; \$22.95 cloth—ISBN-0-8772-454-4; \$22.95 cloth—ISBN-0-87722-454-4; \$22.95 cloth—ISBN-0-8772-454-4; \$22.95 cloth—ISBN-0-8772

O-87722-438-2).

Pub Type—Books (010) — Information Analyses (070)

Ducument Not Available from EDRS.

Descriptors—Community Involvement, Democratic Values, 'Educational Change, Educational Finance, 'Educational Objectives, Elementary Secondary Education, Equal Education, Government Role, 'Politics of Education, School Effectiveness, Social Discrimination

This book examines the current school reform debate as a product of tension between elitist and egaliarian goals for education. Chapter 1, 'Making Choices,' reviews issues in the current debate and provides a general outline of the book's argument. Chapter 2, 'The Mission of Schooling,' analyses the reform debate in the context of resurgent conservatism and faults the Right for its application of competitive structures of achievement, modeled on and serving the economic marketplace, to schooling issues. Chapter 3, 'Three Myths of School Performance,' criticines the Right's emphasis on meritoracy, its opposition to reform on the basis of equity, and its belief that national economic growth and individual mobility are contingent on raising standards. Chapter 4, "School Practice: Ingredients of Effective Instruction," reviews approaches to revising classroom and instructional practices. Chapter 5, "School Constituents: Directions for Change" focuses on voucher or optional enrollment systems, the effective schools movement, community-based literacy campaigns, and youth service programs. Chapter 6, "Governance and Funding: Toward Progressive Federalism," proposes a model for altering the role of each level of government to promote the redistribution of resources and power in school institutions. Chapter 7, "Building a New Agenda, "summarizes the argument against testium and describes some successful local citizens' movements.

(KH)

ED 276 778 New York State Hispanics: A Challe UD 025 123

ED 276 778

New York State Hispanics: A Challenging Minority.

New York Governor's Advisory Committee for Hispanic Affairs, New York.

Pub Date—85

Note—484p.; Executive Orders (appended) contain small print.

Pub Type—Reports - Evaluative (142) — Information Analyses (070)

EDRS Price - MP02/PC20 Plus Postage.

Descriptors—Demography, "Economic Status, Employment Opportunities, "Hispanic Americans, Income, Occupations, "Racial Discrimination, "Social Services, "State Government, State Programs, Welfare Services Identifiers—New York This report submitted to the Governor of New York focuses on three goals: (1) to accurately describe the plight of Hispanic New Yorkers; (2) to suggest steps, based upon intelligent and sensitive reflection, which New York State may take to improve their current situation; and (3) to raise the consciousness of State administrators and members of the Hispanic community concerning the special characteristics of their community and the nature of assistance available to it through the State. Hearings were held throughout the State on issues affecting the quality of life of Hispanics, and 45 State agministrance available to it through the State on issues affecting the quality of life of Hispanics, and 45 State agministrance of the Proportionistics, lack of educational opportunities, lack of educational opportunities, lack of preventative measures to address the needs of Hispanic youth, difficulties in accessing services, discrimination, and the language barrier. The report points to a variety of issues that require State government action and organizes findings and recommendations include: (1) increasing the number of Hispanics working in State government; (2) reforming the educational system to provide en-

hanced employment opportunities for students and graduates; (3) emoouraging Hispanic business enterprise and other anti-poverty efforts; (4) encouraging Hispanic representation at all levels of State government; (5) and funding research focused on the impact and responsiveness of State agencies to Hispanics' needs. Appended are copies of Executive Orders 21 and 41 pertaining to arrangements for contract compliance and minority-owned businesses and establishing a comprehensive work force planning program. Also appended are a copy of the State agency survey instrument and a county by county list of hearing participants. (ETS)

ED 276 779 UD 025 138 cation for Some. A Summary of the Eggleston eport on the Educational and Vocational Expe-ences of Young Black People. Runnymede

reaces of Young Black People. Ramsymede Research Report.
Runnymede Trust, London (England).
Report No.—ISBN-0-902397-63-X
Pub Data—86
Note—66p.
Available from—Trentham Books Limited, 30
Wenger Crescent, Trentham, Stoke-on-Trent,
ST4 8LB (12.95 British pounds for full report
-ISBN-0-948080-06-X)
Pub Type—Reports - Research (143)
EDRS Price - MP01/PC03 Plus Postage.
Descriptors—Adolescents, "Black Employment,
Black Students, Employment Opportunities, Employment Programs, "Foreign Countries, "Minority Groups, "Racial
Discrimination, "Teacher Attitudes, Youth Employment,"

eign Countries, "Minority Groups, "Racial Discrimination, "Teacher Attitudes, Youth Employment Identifiers—"Bingland (London)

This project studied the relationship between ethnic minority group membership and educational and vocational experiences in London, England. It examines the following: (1) attitudes and aspirations of black pupils (2) teacher attitudes and their effect on black pupil achievement; (3) factors affecting pupils' choice of school subjects; (4) allocation to ability "bands"; (5) remedial groups; (6) suspensions; (7) errollment for examinations; (8) examination results; and (9) experiences of further education and the careers service. It also examined in detail black youngsters' experiences in the labor market and the Youth Opportunities Programme. It examines and finds evidence of raciast stitudes among teachers. Great numbers of ethnic minority groups determinedly persevere with their education hoping to obtain desired professions. Social processes in schools and society at large countersect these youngsters' efforts. In schools, ethnic minority pupils may be placed in courses and entered for examinations at levels below those appropriate for their abilities and ambitions. Racial discrimination severely affects employment prospects; even qualified black youngsters do not obtain jobs in equal proportion to whites. The report concludes with a series of recommendations. (LHW) whites. The report concimendations. (LHW)

ED 276 780

Hall. Stephenia A., Comp.

South Carolina Field Recordings in the Archive of Folk Culture.

Library of Congress, Washington, D.C. American Folklife Center.

Pub Date—Aug 86

Note—9p.

Available from—Archive of Folk Culture, Library of Congress, Washington, DC 20540 (free).

Pub Type—Reference Materials – Directories/Catalogs (132)

EDRS Price - MP01/PCB1 Plus Postage.

Descriptors—Discographies, "Folk Culture, Hymns, Local History, Music, Oral History, Songs ED 276 780 UD 025 147

Hymns, Local History, Music, Oral History, Songs
Identifiers—Prayer, Sermons, \*South Carolina
This document describes recordings of the Library of Congress's usique collections of folklife
and ethnomusicology from South Carolina. Information given includes length of recording, name of
recorder, dates of recording, and content of recording. Recordings include songs, spirituals, hymns,
sermons, prayers, dialect tales, and street songs.
Pensons interested in listening to or ordering copies
of these field recordings should request from the
Archive of Folk Culture a "Guide to the Collections
of Recorded Folk Music and Folklore in the Library
of Congress." (ETS)

ED 276 781 UD 025 213 Tidwell, Romeria Follow-Up of Early School Leavers from the Los

Angeles Unified School District. Publication No. 457.

457.

Los Angeles Unified School District, Calif. Research and Evaluation Branch.

Pub Date—Jul 85

Note—128p.

Pub Type—Reports - Research (143)

EDRS Price - MF9L/PC06 Plus Postage.

Descriptors—Adolescents, "Dropout Characteristics, "Dropout Frograms, Dropout Research, "Dropouts, High Schools, "High School Students, Occupational Aspiration, School Holding Power, Youth Employment Identifiers—Los Angeles Unified School District CA

Youth Employment Identifiers—Los Angeles Unified School District CA
This study was conducted to obtain more information on early school leavers in order to formulate strategies to decrease the dropout rate. The typical pattern for leavers is to complete some portion of the school year before dropping out. The greatest dropout activity occurs in January, Pebruary, and March. Typical school leavers: (1) are bored with school; (2) find school activities and classes a waste of time; (3) are behind in school credits; (4) make poor grades; and (5) have numerous home and family responsibilities. Most leavers held very positive attitudes about education, learning, and the importance of a high school leavers had attempted in some way to find employment, only 29.4 percent had obtained full-time employment and 21.7 percent, part-time employment. These leavers, however, were not taking action to exert more control over their lives. The leavers voiced future plans vaguely, most of them saying that they hoped to graduate some time in the future. The report concludes that although the future. The report concludes that although the problems with their experience in high school. (LHW)

UD 025 214 ED 276 782

ED 276 782

Joubert Lionel And Others

Early School Leavers: High School Stadests Who

Left School before Graduating, 1983-1984. Publication No. 459.

Los Angeles Unified School District, Calif. Research and Evaluation Branch.

Pub Date—Feb 86

Note—27p.; For the 1979-80 and 1981-82 reports, see ED 218 385 and ED 274 764.

Pub Type— Reports - Research (143)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Adolescents, "Dropout Chracteristics, "Dropout Programs, Dropout Research, "Dropouts, High Schools, "High School Students, Special Schools

Identifiers—Los Angeles Unified School District LA

Special Schools Identifiers—Los Angeles Unified School District LA
The Los Angeles Unified School District has funded several innovative prevention/recovery programs to determine indicators that will help local schools identify the potential early leaver. This annual study for the 1983-84 school year examines the number of students in grades 10 through 12 who left school without a diploma. Findings cover all regular senior high schools, opportunity schools, and magnet school programs. Comparison data provided are based on the following: (1) sex, (2) grade, (3) age, (4) ethnicity, and (5) reason for leaving. Significant facts include the following: (1) the 10,535 early leavers represent a slight increase from previous years; (2) more than 60 percent of leavers left during the second semester; (3) most early leavers are male; (4) continuation high schools had the largest the second semester; (3) magnet schools had the fewest leavers of all non-special-education programs; (6) the percentage of early leavers (8.1 percent) was the highest since the district began its studies; (7) "whereabouts unknown" and "overage" represent over 60 percent of early leavers; and (8) the number of early leavers and counselors to identify potential early school leavers and provide them with counseling services. Early prevention programs to help students before the 10th grade, presention programs to help students before the 10th grade, presention programs are also suggested. Nine data tables are appended. (LHW)

Operation Success. Program Overview and Performance. Summer 1986, Spring 1986, Fall 1985.
Wichita State Univ., Kans.
Pub Dates—86
Note—229p., For the 1983 report, see ED 244 000.
Photographs will not reproduce clearly.
Available from—Operation Success, 309 Grace
Wilkie Hall, Wichita State University, Box 81,
Wichita, KS 67208 (\$20.00).
Pub Type—Reports - Descriptive (141)
EDRS Price - MF91/PC10 Plus Pentage.
Descriptors—"College Programs, "College Students, "Compensatory Education, "Cultural Enrichment, "Beonomically Disadvantaged,
"Educationally Disadvantaged, Higher Education, Per Teaching, Tutorial Programs
Identifiers—"Operation Success, Trio Programs,
Wichita State University KS
Operation Success at Wichita State University
provides a supportive framework for assisting disadvantaged students in successfully completing their
college education. It is organized in three complementary components; (I) tutorial, 2) cultural enrichment activities, and (3) research and evaluation.
This report thoroughly outlines the organization and objectives of the program as well as its components. It provides demographic information on program participants and results of surveys which measure participant perception of the various sepects of the program. Responses were varied and primarily positive. The report closes with a photo album of Operation Success students, staff, and tutors. (LHW)

ED 276 784 Standards and the Role of Curricula UD 025 227

ED 276 784

ED 276 784

Standards and the Role of Curriculum. Working Paper 2.

Chicago United, IL.; Roosevelt Center for American Policy Studies, Chicago, II.

Spons Agency—Illinois Project for School Reform, Chicago, II.

Pub Date—[85]

Note—25p.

Pub Type— Opinion Papers (120)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Academic Achievement, "Academic Standards, "Curriculum Development, Curriculum Research, Educational Improvement, "Educational Principles, School Effectiveness, Secondary Education, "Secondary School Curriculum, Textbook Standards
Identifiers—Illinois, Illinois Project for School Reform

ulum, Textbook Standards
Identifiers—Illinois, Illinois Project for School Reform
This paper addresses a decline in educational
standards and discusses the role of curriculum. After defining the problem, it presents the evidence,
pointing to the following factors: (1) decreasing student achievement after the fourth or fifth grade; (2) a
curriculum that reflects and perpetuates this decline, e.g., by setting course requirements too low
and/or failing to offer advanced courses because
few students elect to take them; and (3) "watered
down" or simplified texts which are often the major
source from which students learn. The paper outlines the following current proposals for minimum
basic curriculus: (1) the Carnegie Approach; (2) the
Paideia Proposal; and (3) a core curriculum organized around a series of learning cutcomes. The
paper concludes by reviewing the following policy
options: (1) a state-mandated core curriculum, including computer education and community service
requirements; (2) local plans with state approval; (3) no
promotion without cacdemic subjects; (6) involvement of parents in the raising of standards; (7) rewarding excellence; (8) integrating curriculum and
the world of work; (9) reducing the choice of electives; and (10) linking extra-curricular activities to
academic achievement. (LHW)

ED 276 785

School/Business Partnerships. Working Paper 3.
Chicago United, IL.; Roosevelt Center for American Policy Studies, Chicago, IL.
Spons Agency—Illinois Project for School Reform, Chicago, IL.
Pub Date—[85]
Note—19p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Peccriptors—\*Business, "Cooperative Education, "Corporate Support, Educational Policy, Elementary Secondary Education, "Industry, Private Fi-

nancial Support, Public Schools, \*School Business Relationship, \*School Community Relationship, School Districts, School Support, Teacher Im-provement, Work Experience Programs dentifiers—Illinois, Illinois Project for School Re-

Identifiers—Illinois, Illinois Project for School Reform
Illinois is considering various approaches to school/business partnerships that will alleviate some of the problems facing America today, especially the need for an educated, trainable, and flexible workforce able to satisfy the demands of a radically altered economic environment. Widespread functional illiteracy, retraining needs, and school-to-work transition are among the issues to which private industry can make important contributions. The paper offers the following policy options for consideration: (1) curriculum reform to reflect modern private sector technologies, practices, and standards; (2) expanded work-study programs wherein students receive both academic credit and competitive wages; (3) career exploration; (4) school/business compacts with incentives and measurable goals; (5) business-run classes; (6) business-created schools; (7) adopt-a-school programs wherein businesses make financial commitments; (8) attracting and retaining good teachers by guaranteeing two or three months of summer employment with local businesses and industries; (9) providing teachers by bringing experts and specialists into schools at business expesses; (10) business-run teacher institutes; (11) business internable programs and practices; and (13) state action and planning to develop viable school/business parternships. (LHW)

ED 276 786

UD 025 229

ED 276 786

ED 276 786

Education as a Public Good: Reconnecting People to Their Schools. Working Paper 5.

Chicago United, IL.; Roosevelt Center for American Policy Studies, Chicago, IL. Spons Agency—Illinois Project for School Reform, Chicago, IL.

Pub Date—[85]

Noto—22p.

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Board of Education Policy, "Educational Policy, Outreach Programs, Politics of Education, "Public Education, "Public Policy, Outreach Programs, Politics of Education, "School Community Programs, "School Community Relationship, School Policy Identifiers—"Illinois, Illinois Project for School Reform ED 276 786 UD 025 229

Community Relationship, School Policy Identifiers—"Illinois, Illinois Project for School Reform
The fact that only 22 percent of sduits in Illinois have children attending public schools challenges the idea of education as a "public good," yet despite many discouraging statistics concerning the public and the schools, there appears to be a growing awareness of the significance of education and an underlying foundation of faith in its value. In recent years public opinion of schools has changed; increasing numbers of Americans believe we are spending too little on the nation's education system. This booklet examines the implications for education of Illinois statistics on welfare and corrections and the link between property values and the perceived quality of a community's schools. It then presents the following policy options for reconnecting parents to their children's public schools: (1) school fact books; (2) school-run seminars to explain to parents what and how their children are being taught and how they may help to schieve the desired objectives; (3) parent-student-teacher contracts regarding responsibilities and expoctations; (4) release time wherein businesses allow employees to attend to school matters; (5) parent hottine for information and help; and (6) personal pick-up by parents of their child's report cards. To reconnect the 78 percent without children in public schools, there are these options: (1) state and local district outreach plans; (3) opening of school facilities to the community; (4) community service requirement; (6) educational banks; (6) community reource banks; (7) adopt-a-school programs for businesses; and (8) a local option modified voucher system tied to local school tax referenda. (LHW)

ED 276 787 UD 025 230
Griswold, Philip A. And Others
Effective Compensatory Education Sourcebook.
Volume I: A Review of Effective Educational
Practices. UD 025 230

Northwest Regional Educational Lab., Portland.

Oreg.
Spons Agency—Department of Education, Washington, DC.
Pub Date—86
Contract—300-82-0377
Note—69p.; For Volume II, see UD 025 231.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

D.C. 20402.
Pub Type—Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Compensatory Education, Educationational Environment, Educationally Disadvantaged, Elementary Secondary Education, "Instructional Effectiveness, Instructional Leadership, "Program Effectiveness, "Special Programs, Teacher Effectiveness,"

provement, Instructional Leadership, "Program Effectiveness, "Special Programs, Teacher Effectiveness." Education Consolidation Improvement Act Chapter I Intended for teachers and administrators who work with Chapter I, Education Consolidation and Improvement Act programs, this report describes elements identified by researchers as essential features of successful schooling. After discussing the impact of schools and teachers and the interrelatedness of their effectiveness, it presents 13 attributes consistently present in effective classrooms and achools. Organizational attributes are as follows: (1) positive school/classroom climate; (2) clear goals and objectives; (3) coordination with the regular school program/other special programs; (4) parent-frommunity involvement; (5) professional development and training; (6) evaluation results used for project improvement; and (7) strong leadership. Instructional attributes are as follows: (1) appropriate instructional materials, methods, and approaches; (2) maximum use of academic learning time; (3) high expectations for student learning and behavior; (4) closely monitored student programs; (5) regular feedback and reinforcement; and (6) excellence recognized and rewarded. For each of these attributes, pertinent research is provided, as are examples of ways they are manifested in successful programs. Practitioners should expect program improvement to be time consuming and initially contains, and to require administrative support. (LHW)

ED 276 788 UD 025 231
Grinvold, Philip A. And Others
Effective Compensatory Education Sourcebook.
Volume II: Project Profiles.
Northwest Regional Educational Lab., Portland,
Orses.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Department of Education, Washington, DC.

Pub Date—86
Contract—300-82-0377
Note—183p; For Volume I, see UD 025 230. Portions have been printed on a dark background and may not reproduce well.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

U.S. Government Printing Office, Washington, D.C. 20402. Pub Type—Reports - Descriptive (141) EDRS Price - MPDI/PC08 Plus Postage. Descriptors—"Compensatory Education, "Educationally Disadvantaged, Elementary Secondary Education, Federal Programs High Risk Students, Program Content, "Program Effectiveness, Remedial Programs and Identification Improvement Act Chapter 1 This guide presents profiles of 116 Chapter 1 projects recognized through the 1984-85 National Identification Program and identified as unusually successful in meet! the special needs of disadvantaged students. The projects, which serve neglected, delinquent, and/or migrant students are listed alphabetically by district within states. Each profile includes information on number of students served, setting, curriculum, evidence of effectiveness, and appectific project attributes believed to be responsible for the program's success. The aspects of the programs that seemed most important to their success were appropriate methods, materials, and approaches, coordination with the regular school programs and or other special programs, and parent/community involvement. Following these profiles are descriptions of Chapter 1 Joint Dissemination Review Panel-approved projects. These descriptions contain the project name, a descriptive headline and summary, and contact information. Two appendices provide a list of all projects nominated in the Identification Program and one containing a profile index to National Identification

Program projects. (KH)

ED 276 789 UD 025 236

Program projects. (KH)

ED 276 789

UD 025 236

Martin, Onside L.

An Analysis of Black High School Students' Postsecondary Plane Educational Excellence or Economic Survival?

Pub Date—Apr 86

Note—33p; Presented at the Annual Meeting of
the American Educational Research Association
(San Pransicso, CA, April 16-20, 1986).

Pub Type—Reports - Research (143) — Information Analyses (070)

EDRS Price - MF91/PCN2 Plus Postage.

Descriptors—Aspiration, Blacks, "Black Students,
Educational Attainment, Educational Opportunities, Family Income, Family Role, Higher Education, High Schools, "High School Students,
"Socioeconomic Influence, "Student Attitudes,
"Scoioeconomic Influence, "Student Attitudes,
"Student Educational Objectives
The results of a study of the postsecondary plans
and educational stitudes of black high school students are presented in this report. A review of the
literature found that, after centuries of social barriers to education, the number of blacks who gradusated from high school and attended college began to
increase dramatically in the 1960s. When the ecusomy weakened in the mid-70s, the gains by blacks
to have high educational aspirations, the effects of a
weak conomy—and the ensuing Federal budget
cuts-could have a negative impact on their shility to
strain these aspirations. The study focused on quastions related to postsecondary plans, financing college education, and valuing education. They were
auked of black students at two predominantly black
urban schools, one an "honor" school, in the sumse
city. Major findings were that, if black students
come from supportive family backgrounds, regardless of parents' highest level of education and occupation, they can aspire to high educational esvironment, and family income, overall they do value
education. Consequently, they should be encouraged to pursue postsecondary education despite
proposed financial aid reductions and eliminations.
A 75-item reference list is appended. (KH)

ED 276 790 UD 025 237 Dropout Retrieval Project 1st Year Report 1905-1906. UD 025 237

ED 276 790 UD 025 237
Dropost Retrieval Project lat Year Report
1985-1986.
Baltimore City Public Schools, Md.
Pub Date—Jun 86
Note—140p.; Prepared by the Dropost Advisory
Council. Some pages may not reproduce well due
to small light print.
Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MFEL/POLO Pins Poetage.
Descriptors—"Adolescents. Black Students,
"Dropost Characteristics, "Dropout Programs,
"Dropout Characteristics, "Dropout Programs,
"Dropout Research, Dropout, High Schools,
School Holding Power
Identifiers—"Baltimore County Public Schools MD
The Baltimore County Public Schools (BCPS) developed a Dropout Retrieval Project with the following aims: (1) to identify and retrieve the dropout
students aged 16 to 21; (2) to bring the students
back to educational programs which would lead to
the completion of their education; and (3) to develop plans to prevent future dropouts. This report
presents statistical findings in dropout research astionally and in BCPS. It also includes findings from
staff and student surveys. After outlining general
ways to help solve the dropout problem, it makes
recommendations in the areas of policy, program,
and procedure. Based on the responses to the surveys of dropouts, BCPS should redirect its efforts
toward preventing dropout through a support system to include the following: (1) outreach to students at risk of dropping out; (2) flexible programs
for individual students; (3) transportation; (4) child
care; and (5) counseling. Tweet appendices making
up more than half the document include: the project
proposal; tables of withdrawal statistics; a dropout
characteristics chart; sample forms on individual
risk indicators and pupil withdrawal; a policies and
rocedures memorandum for school staff; a copy of
H.R. 3042, a bill to provide grants for dropout prevention demonstration projects; and samples of staff
and student surveys. (LHW)

UD 025 241 ED 276 791 Albrecht, Ann M. Chapter 1 Project Identification Program.

Chillicothe City Schools, OH.
Pub Data—Nov 85
Note—229.
Pub Type—Reports - Evaluative (142)
EDRS Prizes - MF91/PC01 Plus Pustage.
Descriptors—"Compensatory Education, Elementary Education, "Experimental Programs, Parent Participation, "Reading Instruction, "Remedial Programs, "Supplementary Education, "Remedial Programs, "Supplementary Education, "Remedial Programs, "Supplementary Education Identifiers—Chillicothe City Schools OH, "Education Consolidation Improvement Act Chapter 1
The chapter 1 project is a remedial reading program aimed at helping children achieve at a faster rate than those with only regular instruction. This report begins by outlining attributes for success which are as follows: (1) clear goals and objectives; (2) coordination with regular school programs; (3) parent/community involvement; (4) professional development and training; (5) strong leadership; (6) appropriate instructional materials, methods, and approaches; (7) high expectations for student learning time; (10) closely monitored student progress; (11) regular feedback and reinforcement; (12) excellence recognized and rewarded; and (13) evaluation results used for project improvement. Teaching methodology was elected: Children were placed in groups of three to five, based on grade, level of reading functioning, and need for specific skill instruction. Test scores proved the effectiveness of Chapter 1. A high percentage of students improved by the measure established at the project's onset to determine success. as. (LHW)

ED 276 792 UD 025 244

ED 276 792 UD 025 244
New York State Magnet School Rassarch Study.
Final Report.
MAGI Educational Services, Inc., Larchmont, NY.
Spons Agency—New York State Education Dept.,
Albany. Div. of Civil Rights and Intercultural Re-

Albany. Div. of Civil Rights and Intercultural Relations.
Pub Date—Jan 85
Note—85p.
Pub Type— Reports - Evaluative (142) — Reports
- Research (143)
EDRS Price - MFBI/PCD4 Plus Postage.
Descriptors—Academic Achievement, Educational
Objectives, "Educational Quality," Elementary
Secondary Education, Learning Motivation,
"Magnet Schools, Racial Balance, "Racial Composition, School Desergegation, "School Effectiveness, Voluntary Desegregation", "School Department

Identifiers—\*New York State Education Department
In 1984, a research study was conducted to document whether magnet schools provide quality education and promote recial/ethnic balance. As a result of the study it was found that magnet schools:
(1) are associated with positive student achievement; (2) produce consistent effects in elementary and secondary schools and in schools with different racial composition; (3) encourage students to become more interested in learning; (4) have a strong program identity with clear goals and a rich curriculum; (5) have higher parent participation and support; (6) have a positive school climate; (7) have high levels of communication; (8) have taschers who are confident in schools and in the magnet concept; (9) reduce racial isolation; and (10) have racial composition reflecting district-wide averages. To further advance the magnet concept, several recommendations concerned with providing magnet schools with additional support are offered to State-level decision-makers. The report includes tables and graphs that demonstrate the statistical bases for its evaluation. A list of the schools covered is also included. (PS)

Adolescent Vocational Exploration. Final Evaluation Report 1985.

MAGI Educational Services, Inc., Larchmont, NY. Spons Agency—New York State Dept. of Labor, Albany.

Pub Date—[36]
Note—187p.
Pub Typ.

Pub Date—[40] Note—187) Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142) EDRS Price - MF01 Plus Postage. PC Not Avail-

EDISS Price - Nature Transfer and Community Organiza-shle from EDRS.
Descriptors—Adolescents, Community Organiza-tions, Dropout Prevention, Economically Disad-vantaged, High Risk Students, "Job Training, "Prevocational Education, "Secondary Educa-tion, Vocational Education, "Work Experience

Programs, \*Youth Employment Identifiers—"New York State Department of Labor The 1985 evaluation of the Adolescent Vocational Exploration Program (AVE) found that this New York State Department of Labor intervention and pre-employment project has been successful in increasing young people's chances of gaining employment and functioning productively in the labor market. Primarily for 14- and 15-year-oida, AVE seeks to prevent dropping out through a program of individual and small group counseling, career exploration, and role modeling by participating employers; and classroom training in pre-employment, work maturity and basic skills. Since its inception in 1980 over 10,500 adolescents in economically disadvantaged areas of the state have been served. The evaluation report includes the following: (1) an introduction describing the scope and causes of youth unemployment as well as a description of the AVE program and its goals; (2) a description of the methodology used in the evaluation; (3) a summary of the findings including the impact the AVE program had on students' gains in basic akills and pre-employment skills, student's gains in such and pre-employment akills, student's gains in work maturity and achievement of academic credit, student and parent satisfaction, and the factors contributing to the overall program success; and (4) conclusions and recommendations. Tables and graphs provide the statistical basis for these conclusions. The roles and responsibilities of AVE staff are appended. (PS)

ED 276 794

UD 025 250

Grice, Mici Grice, Michael
Positive Alternatives to School Suspension
(P.A.S.S.), 1985-86. Portland Public Schools:
Evaluation Report.
Portland Public Schools, OR. Research and Evalus-

(P-A.S.S.), 1983-86. Portnand Public Schools: Evaluation Dept.
Pot Date—Aug 86
Note—199.
Pub Date—Aug 86
Note—199.
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Delinquency Prevention, Discipline, High Schools, 'In School Suspension, Intervention, Minority Group Children, 'Out of School Youth, School Effectiveness, Secondary School Students, 'Suspension Identifiers—Oregon (Portland)
The Positive Alternatives to School Suspensions (PASS) program attempts to reduce out-of-school suspension at the secondary level in order to obviste the negative consequences of truancy and interrupted learning. Alternative intervention strategies include the following: (1) sicolation from regular classes for varying periods of time; (2) preventive counseling; and (3) parental contact. PASS was implemented in three high schools where the majority of suspensions had occurred. Attention was given to the disproportionality of suspensions of minority students. Typically PASS schools have improving suspension rates. Even during periods when suspensions are treduced, violent behavior is. The most prominent recommendations, based on recognition that intervention strategies are worthwhile, are as follows: (1) prevention should be a major objective in improving discipline and school climate; (2) school climate abould be monitored to help determine the appropriate use of PASS resources; and (3) PASS should be expanded to selected schools were the suspension rate is higher than the district average, rising, or not being addressed by other programs. (LHW)

UD 025 251 ED 276 795

ED 276 795

Education Options Task Force Report.

Portland Public Schools, OR. Evaluation Dept.

Pub Date—Jan 84

Note—72p.

Pub Type— Reports - General (140)

EDRS Price - MP91/PC03 Plus Postage.

Descriptors—"Educational Opportunities, Experimental Programs, High Schools, Non Traditional Education, "Program Budgeting, Public Education, "Public Schools, School Districts, School Effectiveness, "Special Programs Identifiers—"Oregon (Portland)

The Portland Public Schools Board of Education requested this study of alternative education programs supported by the District to assist the staff and board in making budgetary decisions. The Task Force made the following recommendations: (1) provide support necessary to stabilize existing educational options (2) develop school-based educational options for all age groups in each high school cluster; (3) develop additional educational options open to students District-wide, with special atten-

tion to the north and northeast sections of Portland;

(4) establish policy and administration guidelines
that support the need for and validity of educational
options; (5) provide an administrative structure with
responsibility for and authority to support, maintain, evaluate, and extend educational options; and
(6) consider the redefinition of resources assigned to
buildings and clusters to develop innovative instructional practices. In light of basic principles of successful educational options, the Task Force was not
highly prescriptive in recommending schools, programs, and locations. The recommendations reflect
an acknowledged need for changes in educational
practices, an endorsement of educational options,
and creation of a mechanism to facilitate program
development rather than specific solutions for
school populations within the District. Appendixes
include the study design, public testimonies reviewed by the Task Force, a statement of responsiinclude the study design, public testimonies reviewed by the Task Force, a statement of responsibilities of the Administrator for Education Options
Program, and a list of goals for implementing the
education options. (Author/LHW)

Program, and a list of goals for implementing the education options. (Author/LHW)

ED 276 796

Prophet, Matthew W.

Forum on Dropouts.

Portland Public Schools, OR. Evaluation Dept.

Pub Date—Sep 86

Note—13p; Paper presented at a Forum on Dropouts (Portland, OR, September 13, 1986).

Pub Type— Reports — Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PCD1 Pina Postage.

Descriptors—Adolescents, Dropout Prevention, "Dropout Programs, "Dropout Prevention, "Dropout Programs, "Dropout Programs (150).

"Intervention, Job Training, Minority Group, "Out of School Youth, "Relevance (Education), Unemployment, Work Experience Programs Identifiers—"Oregon (Portland)

The Portland School District addresses the dropout problem through programs which fall into the following categories: (1) keeping students appropriately; (3) monitoring their performance and (4) intervening to prevent and recover dropouts. Recommendations outline a system of education and youth training that considers the following: (1) the needs of families and children in order to ensure a good start in school; (2) basic academic skills and work maturity necessary for employment; (3) links among agencies and schools to meet developmental needs of children; (4) overcoming racism and lack of jobs; (5) individual learning needs of children; (6) dropout prevention; (7) personal support services, education, and employment and training programs for out-of-school youth; (8) expanded work experience opportunities for in-and-out-of-school youth; and (9) preparation for technological changes in the workplace. (LHW)

ED 276 797

UD 025 253

ED 276 797 UD 025 253
Sexton, Porter
A Statistical Portrait of the Multicultural/Multicultural Student Population in Portland Public Schools. A Summary Report.
Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.
Pub Date—Jan 36
Note—54p.
Pub Type— Numerical/Quantitative Data (110)—Reports - General (140)
EDRS Price - MP01/PC03 Plus Postage.
Descriptors—"Academic Achievement, Cultural Awareness, "Cultural Education, Cultural Pluralism, Elementary Secondary Education, Ethnic Groups, Ethnic Studies, "Minority Group Children, "Minority Group Teachers, "Multicultural Education Identifiers—"Oregon (Portland)
This report addresses the following: (1) rates of gain, levels of scademic schievement, and participation in district programs of various cultural/ethnic groups of students; (2) the ways in which the Portland (Oregon) public schools' curriculum adresses spreciation and knowledge of students own culture and that of others, and (3) the extent to which teaching staff and district policymakers reflect the cultural diversity of the district's students are lower than those of nonminority students are lower than that of nonminority students.

increased information and materials on cultural groups in subject matter areas; (2) increased inter-group affective education; (3) maintained offerings in foreign languages and history; and (4) offered English as a Second Language/bilingual programs. The district attempts an ethnic distribution of teachers corresponding to that of students, but minority teachers are underrepresented, especially at the high school level. Significant efforts are being made to correct this. The report concludes with a number of plans to improve the education of all students and commitments to learn more about the district's students. (LHW)

all students and commitments to learn more about the district's students. (LHW)

ED 276 798

UD 025 254

High School Profiles, 1985-86.

Portland Public Schools, OR. Evaluation Dept. Pub Date—Sep 86

Note—130p.; Prepared by Management Information Services.

Pub Type—Numerical/Quantitative Data (110) —
Reports - General (140)

EDRS Price - MF91/PC16 Plus Postage.

Descriptors—Enrollment Trends, Expenditure per Student, "High Schools, Minority Groups, School Activities, "School Demography, School Statistics, "Special Programs, Special Schools, "Student Characteristics Identifiers—"Oregon (Portland)

This report contains statistical data on all the secondary schools and programs in the Portland (Oregon) Public School District to provide comparable background information. Part I compares the 10 major high schools for the following selected variables: (1) enrollment, including current, projected, and optimum figures; (2) minority enrollment; (3) residency and registration; (4) previous school of ninth graders; (5) instructional cost per pupii; (6) operating costs; (7) building and land values; (8) graduation ratio; (9) surveyed post-high school plans; (10) early leaver rate; (11) stability index/late enrollee ratio, and (12) District Average Graduation Standards Progress Report. Part II is organized by school to include comprehensive data on each one in the following areas: (1) physical facility; (2) enrollment; (3) program; and (4) performance. Part III offers more limited data for the District's special schools and programs. (LHW)

Homeless Families: A Neglected Crisis, Sixty-Third Report by the Committee on Government Operations together with Dissenting and Additional Views.

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

Report No.—House-R-99-982

Pub Date—Cct 86

Note—29p.

Pub Date—Oct 86
Note—29p.
Pub Type— Legal/Legislative/Regulatory Materials (990)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Economically Disadvantaged, Family Problems, Family Programs, Federal Programs, \*Homeless People, \*Housing Needs, Low Income Groups, \*Poverty, Public Agencies, Welfare Agencies, Welfare Services
Identifiers—'Department of Health and Human Services

Agencies, Weifare Services
Identifiers—Department of Health and Human Services
This report, based on a study by the Subcommittee on Intergovernmental Relations and Human Resources of the Committee on Government Operations examines the magnitude of the problem of homeless families. Its findings include the following: (1) causes of family homelessness include scarcity of low income housing, inadequate income or public assistance benefits, erosion of family structure and increased cases of personal crisis, and cuts in federal assistance programs; (2) emergency assistance programs are unable to adequately address the problem; (3) the Department of Health and Human Services (HHS) has failed to follow regulations on monitoring, reviewing and auditing the Emergency Assistance Program (EA); and (4) the shelter system for homeless families is destructive to families, harmful to children and may perpetuate long-term homelessness among families. The report recommends that: (1) HHS should follow its regulations to monitor EA; (2) HHS should use EA funds to develop model shelter programs; (3) States should use Federal emergency funding; (4) EA statistics should be used for counting numbers of homeless families; (5) homelessness must be declared a national emergency and receive immediate emergency assistance and long-term solutions; and (6) EA should be used to construct and rehabilitate emergency shelters.

Dissenting and additional views are included. (PS)

ED 276 800 Kniezner, Thomas J. And Others. Family Structure, Race, and the Fer UD 025 256 Family Structure, Race, and the Feminization of Poverty. Duke Univ., Durham, NC. Dept. of Economics. Pub Date—Jun 86 Grant—VAB870C262 Note—42p. Pub Type— Information Analyses (070) EDRS Price - MF91/PC92 Plus Postage. Descriptors—Black Family, Black Mothers, Blacks Demography, Economically Disadvantaged \*Family Structure, \*Females, One Parent Family \*Poverty, \*Sex Differences, \*Sociocultural Patterns

"Pamily Structure, "Females, One Parent Family, "Poverty, "Sex Differences, "Sociocultural Patterns
Identifiers—"Feminization of Poverty
For women, leaving home, marriage, childbearing, and remarriage can create drastic changes in income. Divorce or giving birth out of wedlock frequently accompanies entry into poverty, while marriage or remarriage often results in exit from poverty. In the United States since 1970, the increase in the number of poor women greatly exceeded that of poor men, resulting in a trend termed the feminization of poverty. This paper provides a theoretical and empirical analysis of changes in family structure over the last 15 years and their impact, by race, on this trend. In 1984, over 50 percent of black families with children were headed by women. In white families the figure was 15 percent. The increasing number of women in poverty stems not from poverty rates within various family structures but from changes in the distribution of women among family structures. Fewer women marry as more divorce, separate, or never marry. For both races, the poverty rate of female-headed families is 350 percent higher than that of husband-wife families. In 1983 black women were twice as likely as white women to be divorced. Because of the aging of the population and a projected decline in the number of poor single mothers between now and the turn of the century, it is likely that poverty will be defeminized, at least through the year 2000. References, tables and an explanation of the method of calculation used are appended. (LHW)



## Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the Thesaurus of ERIC Descriptors and the Identifier Authority List, are in word-by-word alphabetical order.

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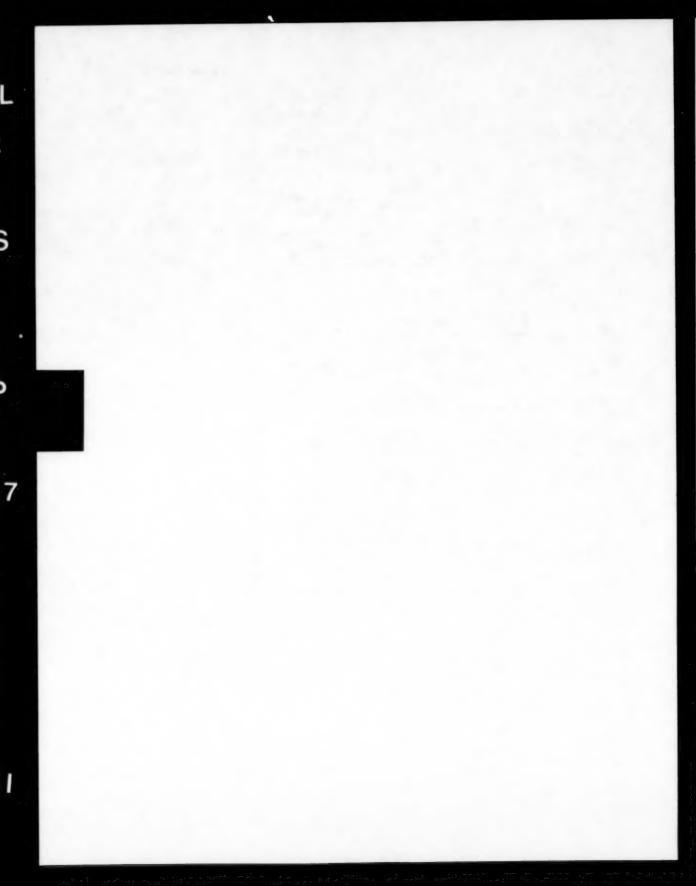
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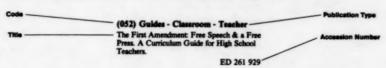
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C\$210211	ED276060	EC190912	ED276160	FL016207	ED276255	HE019846	ED276350
CS505378	ED276067	EC190913 EC190914 EC190915 EC190916 EC190917	ED276161	FL016208	ED276256 ED276257 ED276258	HE019847	ED276351
CS505390	ED276068	DC190913	ED270101	PT 016200	ED270230	HEU1904/	ED2/0331
CS505404	ED276069	EC130314	ED276162 ED276163	FL016209	ED2/643/	HE019849	ED276352
C\$505405	ED276070	EC190215	ED276163	FL016210	ED276258	HE019850	ED276353
CS505406	BD276071	EC190916	ED276164	FL016211	ED276259	HE019851	ED276354
C\$505407	ED276072	EC190917	ED276165	FL016213	ED276260	HE019851 HE019852	ED276352 ED276353 ED276354 ED276355
	ED276072	EC190918	ED276166	FL016214	ED276261	HE019854	ED276356
CS505408	ED276073	EC190919	ED276167	FL016227	ED276262	WE010866	ED276350
C8505411	ED276074					HE019856	ED276357
CS505412	ED276075	EC190933	ED276168	FL016228	ED276263	HE019857	ED276358
CS505413 CS505414 CS505416	ED276076 ED276077 ED276078 ED276079 ED276000	EC190935	ED276169	FL016230	ED276264	HE019858	ED276359
C\$505414	ED276077	EC190936	BD276170	FL016231	ED276265	HE019859	ED276360
C\$505416	ED276078	BC190937	ED276171	FL016232	ED276266	HE019860	ED276361
C0505410	BD276076	EC190938	BD276172	FL016233	ED276267	HE019861	ED276362
CS505420	ED2/00/9	EC190939	ED276173	FL016234	ED276268	WE010863	ED276363
C\$505424	ED276080	EC100040	ED276174	FL016235	ED276269	HE019862	ED276363
CS505425	BD276081	EC190939 EC190940 EC190941	DD2/61/4		ED2/6269	HE019863	ED276364
CS505427	ED276082	EC190941	ED276175	PL016236	ED276270	HE019864	ED276365//
CS505428	ED276083	EC190942	ED276176	FL016237	ED276271	HE019865	ED276366
CS505429	ED276084	BC190943	ED276177	FL016238	ED276272	HE019866 HE019867 HE019868	ED276367
	ED2/6084	EC190944	ED276178	FL016239	ED276273	WE010867	ED276368
C\$505430	ED276085	EC190945	ED276179	FL016240	ED276274	IIDO19007	ED276369
CS505445	ED276086				ED276275	HE019868	ED2/6369
		EC190946	ED276180	FL016241		HE019869	ED276370
		EC190947	ED276181	FL016242	ED276276	HE019870	ED276371
EA018207	ED276087	EC190948	ED276182	FL016243	ED276277	HE019871	ED276372
EA018213	ED276088	EC190949	ED276183	FL016244	ED276278	HE019872	ED276373
EA018228	ED276089	EC190950	ED276184	FL016245	ED276279	HE019892	ED276374
EA018236	ED276000	EC190951	ED276185	FL016246	ED276280		
	ED276090 ED276091 ED276092	BC100043	ED270103		ED276280 ED276281 ED276282	HE019893	ED276375
EA018243	ED2/6091	EC190952 EC190953	ED276186 ED276187	FL016247	ED2/6261	HE019894	ED276376
EA018246	ED276092	EC190953	ED276187	FL016248	ED2/6282	HE019895	ED276377
EA018247	ED276093 ED276094	BC190954	ED276188	FL016249	ED276283	HE019897	ED276378
EA018248	ED276094	BC190955	ED276189	FL016250	ED276284	HE019898	ED276379 ED276380 ED276381 ED276382
EA018249	ED276095	EC190956	ED276190	FL016251	ED276285	HE010800	ED276390
EA018258	ED276096	EC190957	ED276191	FL016252	ED276286	HE019899 HE019900 HE019902 HE019903	ED276380
	ED276097					HE019900	ED2/6381
EA018284		EC190958	ED276192	FL016256	ED276287	HE019902	ED276382
EA018431	ED276098	EC190959	ED276193	FL016257	ED276288	HE019903	ED276383
EA018514	ED276099	EC190960	ED276194	FL016258	ED276289	HE019904	ED276384
EA018710	ED276100	EC190961	ED276195	FL016259	ED276290	HE019905	ED276385
EA018717	ED276101	EC190962	ED276196	FL016260	ED276291	HE019906	ED276386
EA018718	ED276101 ED276102	EC190961 EC190962 EC190963 EC190964 EC190965	ED276197	FL016263	BD276292	HE019907	ED276387
EA018720	ED276103	EC190964	ED276198	FL016264	ED276293	HE019908	ED276388
EA018721	ED276104	EC100065	ED276199	FL016265	ED276294		DD2/0366
EA018929	ED276105	EC190966	ED276200			HE019909	ED276389
EAU18929	ED2/6105	EC130300		FL016276	ED276295	HB019910	ED276390
EA018937	ED276106	EC190967	BD276201	FL016277	ED276296	HE019911	ED276391
EA018940	ED276107//	EC190968	ED276202	FL016278	ED276297	HE019912	ED276392 ED276393
EA018941	ED276108	EC190969	ED276203	FL016279	ED276298	HE019913	ED276393
EA018942	ED276109	EC190970	ED276204	FL016280	BD276299	HE019913 HE019914	ED276394
EA018945	ED276110	EC190971	ED276205	FL016281	ED276300	HE019915	ED276395
EA018947	ED276111	EC190972	ED276206	FL016282	ED276301		
EA018948	ED276112//	EC100073	ED276207		ED276302	HE019916	ED276396
		EC190973 EC190974	ED276207	FL016283			
EA018950	ED276113	EC190974	ED276208	FL016284	ED276303	********	-
EA018951	ED276114	EC190975	ED276209	FL016285	ED276304	IR012362	ED276397
EA018952	ED276115	EC190976	ED276210	FL016286	ED276305	IR012385	ED276398
EA018953	ED276116	EC190977	ED276211	FL016287	ED276306	IR012387	ED276399
EA018954	ED276117	EC190978	ED276212	FL016288	ED276307	IR012389	ED276400
EA018955	ED276118	EC190979	ED276213	FL016289	ED276308	IR012391	ED276401
EA018956	ED276119	EC190980	ED276214	FL016291	ED276309	IR012393	ED276402
EA018958	ED276120	EC190981	ED276215	FL016292	ED276310	IR012395	ED276403
EA018959	ED276121	EC190982	ED276216	FL016293	BD276311	IR012398	<b>BD276404</b>
EA018960 EA018961 EA018962 EA018963	ED276122	EC190983 EC190984 EC190985 EC190986	ED276217	FL016294	ED276312	IR012399	BD276405
EA018961	ED276123	EC190984	ED276218	FL016295	ED276313	IR012401	ED276406
EA018962	ED276124	EC190985	ED276219		ED276314	IR012403	ED276406 ED276407
EA018062	ED276125	EC100004	ED276220	FL016296	ED276314 ED276315	IR012405	ED276408
EA018963		EC190986	ED2/6220	FL016297	DD276315	IR012405	ED2/0408
EA018964	ED276126	BC190987	ED276221	FL016298	ED276316		ED276409
EA018965	ED276127	EC190988	ED276222	FL016299	BD276317	IR012407	ED276410
EA018967	ED276128	EC190989	ED276223	FL016300	ED276318	IR012408	ED276411
EA018969	ED276129	EC190990	ED276224	FL016301	ED276319	IR012409	ED276412
EA018970	ED276130	BC190991	ED276225	FL016302	ED276320	IR012410	ED276413
EA018975	BD276131	EC190992	ED276226	FL016303	ED276321	IR012411	ED276414
EA018976	ED276132	EC190993	ED276227	FL016304	ED276322	IR012412	ED276415
WALES   6	224/0134	De120333		LF010304	MM 8 / 10368	120012414	20210413

IR012413	PD276416	PS016187	PD276500	SE047589
	ED276416		ED276509	
IR012414	ED276417	PS016188	ED276510	SE047590
IR012415	ED276419	PS016189	BT0076611	SE047501
18012413	ED276418		ED276511	SB047591
IR012420	ED276419	PS016190	BD276512	SE047592 SE047602 SE047603 SE047604
IR012421	ED276420 ED276421 ED276422 ED276423	DC016104	ED276513	SE047600
18012421	DD2/0420	PS016194	DD2/0313	3D0+7002
IR012427	ED276421	PS016195	ED276514	SE047603
TRA12420	ED076400	PS016195 PS016196	BD076816	SB047604
IR012428	DD2/0422	L2010130	BD276514 BD276515	3EU+/00+
IR012435	ED276423	PS016197	BD276516	SB047605
IR012437	ED276424	PS016200	BD276517	SE047606
	ED2/0424	P3010200	ED2/631/	
IR012454	ED276425	PS016201	ED276518	SB047607
	ED276426	PS016202	BD276519	SE047608
IR012455	ED2/0420			
IR012461	ED276427	PS016203	ED276520	SE047610
	EDATC (AR			
IR012493	ED276428	PS016204	BD276521	SE047611
IR012494	ED276429	PS016205	BD276522	SB047612
	ED276420	20016006	DD076503	GR047613
IR012495	ED276430	PS016206	ED276523	SB047613
IR012496	ED276431	PS016209	BD276524	SE047614
TD012490	ED276431 ED276432 ED276433 ED276434 ED276435	70016010	ED276525 ED276526 ED276527 ED276528 ED276529	GT047614
IR012497	ED2/0432	PS016210	BD2/6323	3E04/613
TD012408	ED276433	PS016211	RD276526	SE047616
TD010400	PD076404	PS016211 PS016212	EDOZCEOS	GE047617
IR012499	ED2/0434	P3010212	BD2/632/	3B04/61/
IR012500	ED276435	PS016213	ED276528	SE047620
IR012501	PP076436		PDOTESOS	SE047601
	ED2/0430	PS016215	ED2/6329	SB04/621
IR012502	ED276436 ED276437 ED276438	PS016217	BD276530	SE047613 SE047615 SE047615 SE047616 SE047620 SE047621 SE047622
77010500	DD270407	20016010	TIPOTCE 21	STO 4740F
IR012503	ED2/6438	PS016218	BD276531	3D04/643
IR012504	ED276439	PS016227	BD276532	SE047627
	DDATOTO	70010227	PDATCESS	02047627
IR012505	ED276440	PS016228	ED276533	SE047628
IR012506	ED276441	PS016233	ED276534	SE047629
12012200	DD270441	20010200	TDATES	CT047622
IR012507	ED276442	PS016240	ED276535	SE047632
IR012508	BD276443			SE047634
TRO10400	PDOTESSA			22011004
IR012509	DD2/0444	B.0014000	TD276536	
IR012510	BD276445	RC015900	ED276536	-
	ED276443 ED276444 ED276445 ED276446 ED276447 ED276448	RC015936	ED276537	80017244
IR012511	DD2/0440	DC014065	PD276539	80017355
IR012512	ED276447	KC013967	ED276538	SO017252
TD010413	PD276449	RC015967 RC015985	ED276539	SO017255
IR012513	DD2/0448	B.C014004	PD276640	80017070
IR051663	EL72/0449	KC013986	ED276540	SO017279
TROS 1003	PPOZGARO	RC015988	ED276541	SO017280 SO017281
IR051701	BD276450	B-0015766	PDOTESAS	80017200
IR051702	ED276451	RCU15989	BD276542	50017281
IROSTION		PC015992	ED276543	SO017282
IR051703	ED276452	RC015986 RC015988 RC015989 RC015992 RC015996 RC015997	ED276541 ED276542 ED276543 ED276544 ED276545	8001744
IR051704	ED276453	KC013996	ED2/0344	SO017283
		RC015997	ED276545	SO017284
IR051705	ED276454	RC015998	ED276546	SO017337
IR051706	ED276455	KC013996	BD2/0340	3001/33/
IR051707	ED276456	RC015999	ED276547	SO017472
TROSTION	DD270430	RC016000	ED276548	SO017487
IR051708	ED276457 ED276458	B-0014000	TD076640	80017488
IR051709	ED276458	RC016001	ED276549	SO017488
220002100	22270100	RC016002	ED276550	SO017565
		B-C016003	HTD076881	80017606
		RC016003	ED276551	SO017606
JC860523	ED276459	RC016004	ED276552//	SO017607
10060664	PP076460	DC016005	PD076662	80017608
JC860564	ED276460	RC016005	ED276553	SO017608
JC860565	ED276461	RC016009	ED276554	SO017609
JC860566	PD276462	RC016011	HD276555	90017610
10000300	ED276462 ED276463 ED276464	KC010011	ED276555	SO017610 SO017611 SO017612
JC860567 JC860568	ED276463	RC016018 RC016019	BD276556	SO017611
10960568	ED276464	PC016019	ED276557	80017612
70000500	DDATOTO	D.CO16015	PPOCCES	00017612
JC860573	ED276465	RC016020	ED276558	80017613
JC860583	ED276466	RC016021	ED276559	SO017614
JC860587	ED276467	RC016022	ED276560	SO017631
JC860588	ED276468	RC016023	ED276561	SO017634
	ED276469			
JC860589	DD2/0409	RC016024	ED276562	SO017639
JC860590	ED276470			SO017643
JC860591				
	ED276471	SE046636	TPATERES	SO017644
JC860592	ED276472		ED276563	SO017645
JC860593	ED276473	SE047537	ED276564	SO017665
30000333	DD2/04/3	SE047539	ED276565	
JC860594	ED276474 ED276475 ED276476			50017005
JC860595 JC870001	ED276475	SE047540		SO017670
70070001	EDOTC4TC	SE047541	ED276566	SO017670 SO017673
109/0001	BD2/04/0			SO017670 SO017673
JC870002	ED276477	STOATEAS	ED276567	SO017670 SO017673 SO017675
JC870003		SE047542	ED276567 ED276568	SO017670 SO017673 SO017675 SO017681
3C670003	ED276479	SE047542 SE047543	ED276567 ED276568	SO017670 SO017673 SO017675 SO017681
JC870004	ED276478	SE047542 SE047543	ED276568 ED276568 ED276569	SO017670 SO017673 SO017675 SO017681 SO017682
JC870005	ED276478 ED276479	SE047542 SE047543	ED276567 ED276568 ED276569 ED276570	SO017670 SO017673 SO017675 SO017681 SO017682
	ED276478 ED276479 ED276480	SE047542 SE047543	ED276567 ED276568 ED276569 ED276570	SO017670 SO017673 SO017675 SO017681 SO017682 SO017688
	ED276480	SE047542 SE047543	ED276567 ED276568 ED276569 ED276570	SO017670 SO017673 SO017675 SO017681 SO017682 SO017688 SO017700
JC870006	ED276480 ED276481	SE047543 SE047545 SE047546 SE047547	ED276567 ED276568 ED276569 ED276570 ED276571 ED276572	SO017670 SO017673 SO017685 SO017682 SO017688 SO017700 SO017705
JC870006 JC870007	ED276480	SE047542 SE047543 SE047545 SE047546 SE047547 SE047548	ED276567 ED276568 ED276569 ED276570 ED276571 ED276572 ED276573	SO017670 SO017673 SO017675 SO017681 SO017682 SO017688 SO017700
JC870007	ED276480 ED276481 ED276482	SE047542 SE047543 SE047545 SE047546 SE047547 SE047548 SE047549	ED276567 ED276568 ED276569 ED276570 ED276571 ED276572 ED276573 ED276574	SO017670 SO017673 SO017675 SO017681 SO017682 SO017688 SO017700 SO017705 SO017706
JC870007 JC870009	ED276480 ED276481 ED276482 ED276483	SE047542 SE047543 SE047545 SE047546 SE047547 SE047548 SE047549	ED276567 ED276568 ED276569 ED276570 ED276571 ED276572 ED276573 ED276574	SO017670 SO017673 SO017675 SO017681 SO017682 SO017708 SO017705 SO017706 SO017710
JC870007 JC870009	ED276480 ED276481 ED276482 ED276483	SE047542 SE047543 SE047545 SE047546 SE047547 SE047548 SE047549 SE047550	ED276568 ED276568 ED276569 ED276570 ED276571 ED276572 ED276573 ED276574 ED276575	SO017670 SO017673 SO017675 SO017681 SO017682 SO017708 SO017705 SO017706 SO017710
JC870007 JC870009 JC870010	ED276480 ED276481 ED276482 ED276483 ED276484	SE047542 SE047543 SE047545 SE047546 SE047547 SE047548 SE047549 SE047550 SE047551	ED276568 ED276568 ED276570 ED276571 ED276571 ED276573 ED276573 ED276574 ED276576	SO017670 SO017673 SO017675 SO017681 SO017682 SO017688 SO017700 SO017705 SO017706 SO017710 SO017710
JC870007 JC870009 JC870010 JC870011	ED276480 ED276481 ED276482 ED276483 ED276484 ED276485	SE047542 SE047543 SE047545 SE047546 SE047547 SE047548 SE047549 SE047550 SE047551	ED276568 ED276568 ED276570 ED276571 ED276571 ED276573 ED276573 ED276574 ED276576	SO017670 SO017673 SO017681 SO017681 SO017682 SO017700 SO017700 SO017710 SO017710 SO017711 SO017719
JC870007 JC870009 JC870010 JC870011 JC870012	ED276480 ED276481 ED276482 ED276483 ED276484 ED276485	SE047542 SE047543 SE047545 SE047546 SE047547 SE047548 SE047549 SE047550 SE047551 SE047552	ED276568 ED276568 ED276569 ED276570 ED276571 ED276573 ED276574 ED276574 ED276576 ED276577	SO017670 SO017673 SO017685 SO017681 SO017688 SO017700 SO017705 SO017706 SO017710 SO017715 SO017719 SO017719
JC870007 JC870009 JC870010 JC870011 JC870012	ED276480 ED276481 ED276482 ED276483 ED276484 ED276486 ED276486	SE047542 SE047545 SE047545 SE047546 SE047547 SE047549 SE047550 SE047551 SE047552 SE047553	ED276568 ED276568 ED276570 ED276571 ED276571 ED276573 ED276573 ED276575 ED276575 ED276576 ED276577 ED276577	SO017670 SO017673 SO017687 SO017681 SO017682 SO017708 SO017705 SO017706 SO017715 SO017715 SO017719 SO017719 SO017723
JC870007 JC870009 JC870010 JC870011 JC870012	ED276480 ED276481 ED276482 ED276483 ED276484 ED276486 ED276486	SE047542 SE047545 SE047545 SE047546 SE047547 SE047549 SE047550 SE047551 SE047552 SE047553	ED276568 ED276568 ED276570 ED276571 ED276571 ED276573 ED276573 ED276575 ED276575 ED276576 ED276577 ED276577	SO017670 SO017673 SO017687 SO017681 SO017682 SO017708 SO017705 SO017706 SO017715 SO017715 SO017719 SO017719 SO017723
JC870007 JC870009 JC870010 JC870011 JC870012 JC870014 JC870015	ED276480 ED276481 ED276482 ED276483 ED276484 ED276485 ED276486 ED276487	SE047542 SE047545 SE047546 SE047547 SE047548 SE047549 SE047550 SE047551 SE047552 SE047553 SE047553	ED276568 ED276568 ED2765769 ED276570 ED276571 ED276573 ED276573 ED276574 ED276576 ED276576 ED276576 ED276577 ED276577	SO017670 SO017673 SO017675 SO017681 SO017688 SO017700 SO017706 SO017710 SO017715 SO017715 SO017721 SO017721 SO017723
JC870007 JC870009 JC870010 JC870011 JC870012 JC870014 JC870015	ED276481 ED276481 ED276482 ED276483 ED276484 ED276485 ED276486 ED276487 ED276488 ED276489	SE047543 SE047545 SE047546 SE047546 SE047548 SE047548 SE047550 SE047551 SE047552 SE047553 SE047554 SE047554	ED276568 ED276568 ED276570 ED276570 ED276571 ED276573 ED276573 ED276575 ED276576 ED276576 ED276577 ED276578 ED276578 ED276578 ED276578	SO017670 SO017673 SO017675 SO017681 SO017682 SO017705 SO017705 SO017705 SO017715 SO017715 SO0177123 SO017723 SO017723 SO017721
JC870007 JC870009 JC870010 JC870011 JC870012 JC870014 JC870015 JC870016	ED276481 ED276481 ED276482 ED276483 ED276484 ED276485 ED276486 ED276487 ED276488 ED276489	SE047543 SE047545 SE047545 SE047546 SE047547 SE047549 SE047550 SE047551 SE047551 SE047553 SE047553 SE047555 SE047555 SE047555	ED276568 ED276568 ED276570 ED276571 ED276571 ED276573 ED276574 ED276576 ED276576 ED276576 ED276578 ED276578 ED276578 ED276578 ED276588 ED276580 ED276581	SO017670 SO017673 SO017675 SO017681 SO017682 SO017705 SO017705 SO017705 SO017715 SO017715 SO0177123 SO017723 SO017723 SO017721
JC870007 JC870009 JC870010 JC870011 JC870012 JC870014 JC870015 JC870016 JC870017	ED276481 ED276481 ED276483 ED276483 ED276485 ED276486 ED276486 ED276487 ED276488 ED276488 ED276489 ED276490	SE047543 SE047545 SE047545 SE047546 SE047547 SE047549 SE047550 SE047551 SE047551 SE047553 SE047553 SE047555 SE047555 SE047555	ED276568 ED276568 ED276570 ED276571 ED276571 ED276573 ED276574 ED276576 ED276576 ED276576 ED276578 ED276578 ED276578 ED276578 ED276588 ED276580 ED276581	SO017670 SO017673 SO017673 SO017681 SO017682 SO017700 SO017705 SO017705 SO017710 SO017710 SO017719 SO017712 SO017723 SO017724 SO017733
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# THESAURUS ADDITIONS AND **CHANGES**

All new Descriptors and other *Thesaurus* changes previously listed here are now included in the new 1987 *Thesaurus of ERIC Descriptors* (11th edition). The 1987 edition reflects all updates to the *Thesaurus* file through August 1986, including 224 new Descriptors and many other changes since the 1984 (10th) edition was published. New Descriptors, deleted Descriptors, scope note modifications, etc., implemented in the *Thesaurus* beyond August 1986 will continue to be listed in this *Thesaurus* Additions and Changes section in order to bring them to the attention of users.

Significant features of the new edition are:

- Sturdy cloth, reinforced binding, designed to withstand continuous, heavy use.
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- An extensively revised Introduction entitled "Indexing and Retrieval in ERIC: The 20th Year."

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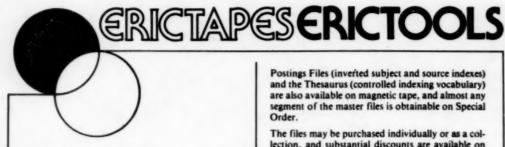
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